

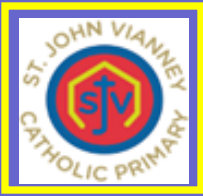


Curriculum PowerPoint 2024

Mission Statement

*Through following Jesus,
we aim to be a caring, happy school,
where everyone is valued and appreciated
and can reach their true potential.
We hope to: act justly, love tenderly and walk
humbly with our God.*





Attendance and Lateness

Attendance Ladder

How close is your child to 100%?

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned





Roman Catholic Diocese of Hexham and Newcastle

St. John Vianney Catholic Primary School

Safeguarding

St John Vianney is a safeguarding school where children's safety is absolutely central to all that we do.

Please encourage your children to talk to a responsible adult if they have any concerns. It is this step that allows us to support vulnerable children.

As part of the Computing curriculum, the children will be taught about how to stay safe online.

Cyber-bullying is an important issue that children of all ages will be made aware of in lessons and assemblies throughout the year.

There are further resources for parents online, to address this subject sensitively.

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

All staff are trained in the PREVENT agenda and our Designated Safeguarding Leads are:



Mrs Thorpe



Mrs Meldrum



Mrs McDine



Miss Cherry



Mrs Spencer



Mr Bell



<u>Religious Education</u> Loving God's love is unconditional Vocation and Commitment The Vocation of a Priest Advent: Expectations Expectations and preparations for the birth of Jesus Christ Other Faiths: Judaism Jewish festivals of Yom Kippur and Rosh Hashanah	<u>English</u> 'Holes' by Louis Sachar Setting; diary entry; letters; discussion; debate Poetry: World War One Poetry Context, metaphor; simile; personification 'The Nowhere Emporium' by Ross Mackenzie Narrative; dialogue The Diary of Anne Frank Biography and autobiography Grammar: revision; sentence types and components; clauses; colons and semicolons; synonyms and antonyms; tenses; speech punctuation; active/passive voice	<u>Geography</u> Hazardous World: Earth's structure; tectonic plates; boundary lines; earthquakes; volcanoes; social and economic effects of natural disasters
<u>Mathematics</u> Place value: numbers up to 10,000,000; negative numbers; rounding Calculation: formal written methods of addition, subtraction, multiplication, short and long division; problem solving; factors and multiples Fractions, Decimals and Percentages: comparing and ordering fractions; addition, subtraction, multiplication and division of fractions and decimals; percentages Measurement: millimetres, centimetres, metres, kilometres, converting units of measure; converting units of time	Year Six – Autumn Term	
<u>History</u> Conflict Through Time: studying conflict, weapons and tactics in prehistoric warfare, ancient warfare (Romans and Greeks), Anglo-Saxon and Vikings, religious wars (The Crusades), modern warfare (WWI and WWII); how has conflict changed through time?	<u>Science</u> Classification: Classifying living things based on observable characteristics; Carl Linnaeus; microorganisms; fair test The Circulatory System: the heart; heart dissection; blood; the circulatory system; the effects of lifestyle on the heart	<u>Art</u> Exploring art with a message: 'Guernica' by Picasso and Käthe Kollwitz. Develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style
<u>Music</u> Musical elements. Composing, performing. Children will learn rhythmic values and sight reading of musical notes. Children will take part in vocal harmonies and choral singing and Musicianship.	<u>Design Technology</u> Bread: history of bread; existing products; design; making bread; packaging; evaluation	
		<u>French</u> Revise classroom language; greetings; revise numbers; questions; ages and dates; days of the week; classroom objects; spelling and phonics; building sentences; making plurals; cultural events
		<u>PE</u> Games: throwing and catching; offensive and defensive skills; tactics; keeping healthy
		<u>Computing</u> E-Safety – sharing online; inappropriate images; online bullying; reporting bullying; pressures of technology
		<u>PSHE</u> Health and Wellbeing; Relationships; Living in the Wider World.



Reading

Children have access to a rich Reading diet. They will participate in: whole class shared reading, VIPERS guided reading sessions, comprehension activities, daily story time and home-school reading.

Every class has a library, which promotes reading for pleasure, and we also have a school library which is accessed by children weekly.

School has recently updated the reading scheme with new books, including a wider range of classic and non-fiction texts.

Please continue to leave comments in your child's reading record, as this allows us to tailor reading experiences for all children. Children should return their book to the class box as soon as they have finished for changing.



How to help your child with Reading in KS2

- Use the range of **VIPERS skills** to discuss your child's reading books with them:
- **Vocabulary** – Discuss the meaning of new and unfamiliar words; discuss why an author has chosen certain words and their effects.
- **Inference** – What clues has the author given you about characters, settings and atmosphere in the story? What does this make you think?
- **Prediction** – What do you think is going to happen next?
- **Explanation/Evaluation** – Why has the author set out the story in this way? Do you like the story so far? Why/why not?
- **Retrieval** – Can your child remember key facts from the story?
- **Summarise** – Ask your child to summarise a chapter or even the whole story. Can they make up a headline, summarise in 10 words or recap the story in one minute?

Even when the children become free readers, they still need to read aloud to an adult regularly and to hear adults reading aloud to them. Examples of questions you can ask your child can be found on our school website.



What children should know by the end of Year 6

Year 6 Reading

- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Refer to the text to support opinions and predictions.
- Provide reasoned justifications for their views.
- Make comparisons within and across books.
- Ask and answer questions to improve understanding.
- Draw inferences about characters' thoughts and feelings and justify views based on evidence.
- Give a view about choice of vocabulary, structure etc.
- Summarise the main ideas from across more than one paragraph, identifying key details that support the main ideas.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Discuss and evaluate author use of language, considering the impact on the reader.
- Recognise:
 - Complex sentences with more than one subordinate clause
 - Phrases which add detail to sentences.
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.
- Retrieve, record and present information from non-fiction texts.



What children should know by the end of Year 6

Year 6 Writing

- Identify the audience for, and purpose of, the writing.
- Use a sentence structure and layout matched to the requirements of the text type.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Understand the difference between vocabulary typical of informal writing and vocabulary appropriate for formal writing and use appropriately in their writing.
- Use the full range of punctuation matched to the requirements of the text type.
- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely.
- Use commas accurately to clarify meaning in a text.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and a semi-colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Write legibly, fluently and with increasing speed.



Year 6 Maths

Number and Place Value

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.

Addition and Subtraction

- Use knowledge of order of operations to carry out calculations involving four operations.

Multiplication and Division

- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply 4-digit numbers by 2-digit numbers.
- Divide 4-digit numbers by 2-digit numbers.

Fractions

- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole.
- Calculate % of whole number.

Algebra

- Use algebra as a tool for solving a variety of problems.

Measurement

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.

Properties of Shape

- Classify shapes based on their properties and size and use vocabulary to describe them.
- Find unknown angles in triangles, quadrilaterals and regular polygons.

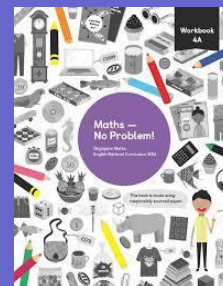
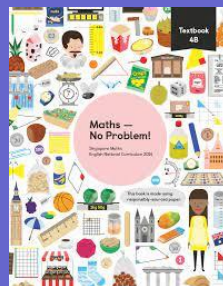
Position and Direction

- Draw and translate simple shapes on the co-ordinate plane and reflect them in the axes.
- Interpret pie charts and line graphs and use these to solve problems.



Maths-No Problem!

We have fully adopted a Maths-No Problem! mastery approach from Reception to Year 6. It is delivered using the concrete, pictorial and abstract methodology to ensure children have a deep understanding of mathematical concepts.





Times Tables

- The teaching of times tables is crucial in allowing children to access more advanced mathematical concepts and strategies. We appreciate your support in helping your child to learn their tables.
- Every child has a 'Times Tables Rock Stars' login, which allows them to practise their tables in a fun and engaging way, both in school and at home.





Important Class Information

Spellings – given half termly to learn for a test on Thursday

Homework – Daily (Spellings, Reading and Times Tables
Rockstars)

Weekly Homework – *Learn By Questions*

P.E- Thursday

Reading Books – Changed when required



Life Long Learning

At St John Vianney, we promote a love of learning and encourage children to be 'Life Long Learners'. We want children to apply their learning to all areas of their life, to equip them to deal with a range of situations. This includes: academic learning, emotional learning (i.e. tolerance and resilience) and life skills. Our aim is for all children to become well rounded adults, who never stop wanting to learn.



Life Long Learner

I am a Life Long Learner

I make progress

I learn new skills

I gain new knowledge

I remember these skills and knowledge

I use them in everything I do

I can reach my true potential

I am a Life Long Learner



High Expectations so that everyone can reach their true potential

Standards are high and a certain expectation is required – from writing 1 digit in each box in a Mathematics book to writing on the line with the long date for all pieces of work. Underlining titles and dates using a ruler is new for the children so practice at home would be beneficial!

Positive behaviour is promoted through house points. The gospel values are referred to and encouraged daily. Boundaries are established and respected to ensure our classroom remains a safe and welcoming learning environment. Positive mental health is a key part of our mission. So, this year, we have introduced **Mental Health First Aid** staff training to further strengthen our ability to meet the needs of our children.



SATs 2025

Statutory end of Key Stage Two assessments will take place next year in the week commencing 12th May 2025. In recent years, English tests have been taken in the early part of the week with Maths tests on Wednesday and Thursday.

If this order is kept in 2025, the week will be structured like this:

Date	Exam
Monday 12 May 2025	Grammar, Punctuation & Spelling - Paper 1
	Grammar, Punctuation & Spelling - Paper 2
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)



Scaled Scores



On publication of test results in July 2025:

- Children will receive an overall 'raw score' for each of the areas tested: Maths, GPS and Reading. This is the number of marks that they achieved in each test.
- This 'raw score' corresponds with a 'scaled score'.
- **100** scaled score represents the national expected standard.
- A child awarded a scaled score **below 100** is judged to have not yet met the national standard and performed below expectation for their age. This is also referred to as '**working towards the national standard**'.
- A child awarded a score **between 100 and 110**, is judged to be '**working at the expected standard**'.
- A child awarded a scaled score of 110 or more is judged to be '**working at a higher level/ greater depth**'. 120 is the highest scaled score a child can achieve.



Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	81
9	82
10	83
11	83
12	84
13	84
14	85
15	86
16	86
17	86
18	87
19	87
20	88
21	88
22	89
23	89
24	89
25	90
26	90
27	90

Mathematics	
Raw score	Scaled score
28	91
29	91
30	91
31	92
32	92
33	92
34	93
35	93
36	93
37	94
38	94
39	94
40	94
41	95
42	95
43	95
44	96
45	96
46	96
47	96
48	97
49	97
50	97
51	97
52	98
53	98
54	98
55	98

Mathematics	
Raw score	Scaled score
56	99
57	99
58	99
59	99
60	99
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	102
70	102
71	102
72	102
73	103
74	103
75	103
76	103
77	104
78	104
79	104
80	104
81	105
82	105
83	105

Mathematics	
Raw score	Scaled score
84	105
85	106
86	106
87	106
88	107
89	107
90	107
91	108
92	108

Mathematics	
Raw score	Scaled score
93	108
94	109
95	109
96	110
97	110
98	110
99	111
100	111
101	112

Mathematics	
Raw score	Scaled score
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120



Grammar, Punctuation and Spelling



- Grammar, punctuation and vocabulary is tested through its own paper, out of 50 marks.
- This test lasts for 45 minutes and is tested through short answer questions, including some multiple choice questions.
- A spelling test of 20 words is administered, lasting approximately 20 minutes.
- Marks for these papers are combined to give a total for Grammar, Punctuation and Spelling out of 70.



Example questions



7 Insert a **pair of commas** in the correct place in the sentence below.

My father who works at the museum gave my class a guided tour.

15 What is the grammatical term for the underlined part of the sentence?

Charlie spilt his juice, but it didn't go on his shirt.

Tick **one**.

an adverbial

☐

a main clause

☐

a noun phrase

☐

a subordinate clause

☐

Spelling 16: The word is **vague**.

David had a **vague** idea of where to find the milk.

The word is **vague**.

Spelling 17: The word is **adventurous**.

Bella was an **adventurous** girl.

The word is **adventurous**.

Spelling 18: The word is **architect**.

The **architect** designed the new building.

The word is **architect**.

Spelling 19: The word is **descendant**.

Queen Elizabeth is a **descendant** of Queen Victoria.

The word is **descendant**.

Spelling 20: The word is **inconceivable**.

To give up now would be **inconceivable**.

The word is **inconceivable**.



Grammar, Punctuation and Spelling



- The spelling test is out of 20. The grammar test is out of 50.
- This will give children a total out of 70.

- In 2018

38/70 marks to meet the expected standard. (100 scaled)

56/70 marks to achieve greater depth. (110 scaled)

- In 2019

36/70 marks to meet the expected standard. (100 scaled)

55/70 marks to achieve greater depth. (110 scaled)

- In 2023

36/70 marks to meet the expected standard. (100 scaled)

55/70 marks to achieve greater depth. (110 scaled)

- In 2024

36/70 marks to meet the expected standard. (100 scaled)

53/70 marks to achieve greater depth. (110 scaled)

We do not know
what the
thresholds will be
for May 2025



Reading



- The reading test consists of a single paper with three unrelated reading texts.
- Children have 60 minutes in total, which included reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to cover the range of reading skills and assess comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, whereas others require short answers or extended responses and explanations.



Example questions



The Giant Panda Bear



Grannie



Albion's Dream

Reading Booklet

2018 key stage 2 English reading booklet

10

According to the text, why are giant pandas under threat of extinction?

Give **two** reasons.

1. _____

2. _____

2 marks

18

The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

2 marks



Reading



- There is only one reading test and it is out of 50.
- In 2018
 - 28/50 marks** (100 scaled score) to meet the expected standard.
 - 40/50 marks** (110 scaled score) to achieve greater depth.
- In 2019
 - 28/50 marks** (100 scaled score) to meet the expected standard.
 - 41/50 marks** (110 scaled score) to achieve greater depth.
- In 2023
 - 24/50 marks** (100 scaled score) to meet the expected standard
 - 38/50 marks** (110 scaled score) to achieve greater depth
- In 2024
 - 27/50 marks** (100 scaled score) to meet the expected standard
 - 40/50 marks** (110 scaled score) to achieve greater depth



Mathematics



- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
 - Paper 1: Arithmetic. This paper lasts for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
 - Paper 2 and 3: Reasoning. These two papers cover reasoning and problem solving, each lasting for 40 minutes. Pupils will need to answer questions in context and decide which operations are required to find a solution. Some questions require multistep solutions.



Paper 1

6

$$5 \times 4 \times 10 =$$

21

$$20\% \text{ of } 1,200 =$$

17

$$\frac{5}{7} + \frac{3}{21} =$$

29

$\times$

$$\begin{array}{r} 5413 \\ \times 86 \\ \hline \end{array}$$

22

$$43 \overline{) 645}$$

Show
your
method

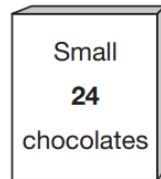
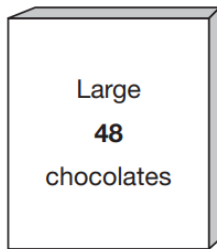
Show
your
method

2 marks

Paper 2 and Paper 3



- 8 Ken buys 3 large boxes and 2 small boxes of chocolates.
- Each large box has 48 chocolates. Each small box has 24 chocolates.

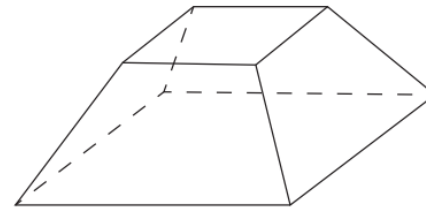


How many **chocolates** did Ken buy altogether?

Show
your
method

chocolates

- 11** Here is a drawing of a 3-D shape.



Complete the table.

Number of faces	Number of vertices	Number of edges

2 marks

2 marks

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



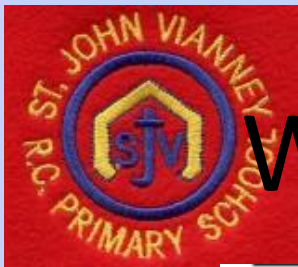
How much orange juice is left over?



Mathematics



- Marks available: The arithmetic paper is out of 40
Each reasoning paper is out of 35
There are a total of 110 marks available.
- In 2018
61/110 marks (100 scaled score) to meet the expected standard.
96/110 marks (110 scaled score) to achieve greater depth.
- In 2019
58/110 marks (100 scaled score) to meet the expected standard.
95/110 marks (110 scaled score) to achieve greater depth.
- In 2023
56/110 marks (100 scaled score) to meet the expected standard
94/110 marks (110 scaled score) to achieve greater depth.
- In 2024
54/110 marks (100 scaled score) to meet the expected standard
93/110 marks (110 scaled score) to achieve greater depth.



Writing – every piece counts!



Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):	
creating atmosphere, and integrating dialogue to convey character and advance the action	
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs	
using passive and modal verbs mostly appropriately	
using a wide range of clause structures, sometimes varying their position within the sentence	
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
using mostly correctly	inverted commas
	commas for clarity
	punctuation for parenthesis
making some correct use of	semi-colons
	dashes
	colons
	hyphens
spelling most words correctly (years 5 and 6)	
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	



Access Arrangements



- Some children may be entitled to specific 'access arrangements'. These arrangements could include: a reader, a prompter, use of a separate space, modified test papers, breaks or extra time.
- Children's needs will be assessed and considered on an individual basis and agreed with the head teacher prior to taking the test.
- Some access arrangements must be applied for by school ahead of the SATs (such as extra time) and need to be approved by the STA, this entails providing appropriate written evidence for external review and agreement.
- Children will be allowed time to become familiar with their access arrangements during practice test work in school.



Reporting



- In July 2025, each pupil will receive:
 - A raw score (how many marks they achieved) in each subject
 - A scaled score in each subject
 - Confirmation of whether or not they attained the national standard in each subject

NAME
St John Vianney RC Primary School



SATs Results:

	Raw Score	Scaled Score	Expected Standard Met
Reading	31/50	102	Yes
Grammar, Punctuation & Spelling	45/70	104	Yes
Mathematics	77/110	104	Yes

Teacher Assessment:

Writing	EXS
Science	EXS

Key to Teacher Assessment:

HNM Has not met the expected standard
EXS Has met the expected standard

In writing only:

WTS Working towards the expected standard
GDS Working at a greater depth within the expected standard



May 2024 Results

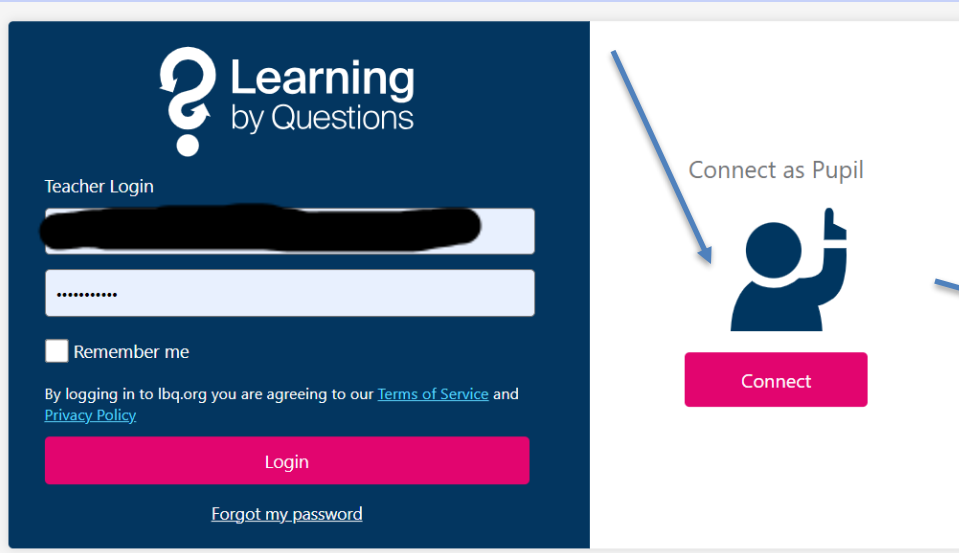


Expected Standard	School 2017	School 2018	School 2019	School 2022	School 2023	School 2024	Nat
Reading	87%	97%	87%	77%	75%	89%	74%
Writing	90%	87%	93%	77%	78%	91%	72%
Mathematics	90%	97%	90%	69%	88%	87%	73%
EGPS	93%	100%	93%	79%	85%	87%	
Combined R,W,M	80%	87%	83%	62%	70%	71%	61%

Higher Standard	School 2017	School 2018	School 2019	School 2022	School 2023	School 2024
Reading	20%	71%	40%	37%	42%	31%
Writing	47%	58%	40%	23%	15%	22%
Mathematics	40%	58%	53%	30%	23%	27%
EGPS	40%	74%	53%	41%	37%	44%
Combined R,W,M	20%	39%	33%	17%	10%	13%



www.lbq.org/Login



Learning by Questions

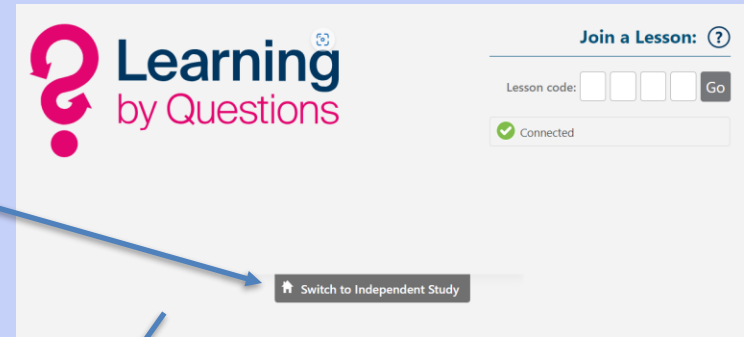
Teacher Login

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By logging in to lbq.org you are agreeing to our [Terms of Service](#) and [Privacy Policy](#)

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[Forgot my password](#)



Learning by Questions

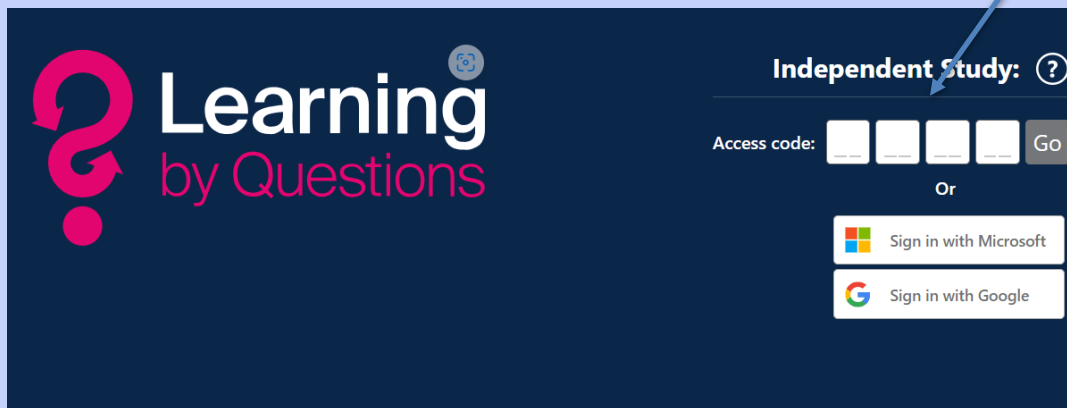
Join a Lesson: ?

Lesson code: Go

Connected

Switch to Independent Study

Independent Study Code



Learning by Questions

Independent Study: ?

Access code: Go

Or

Sign in with Microsoft

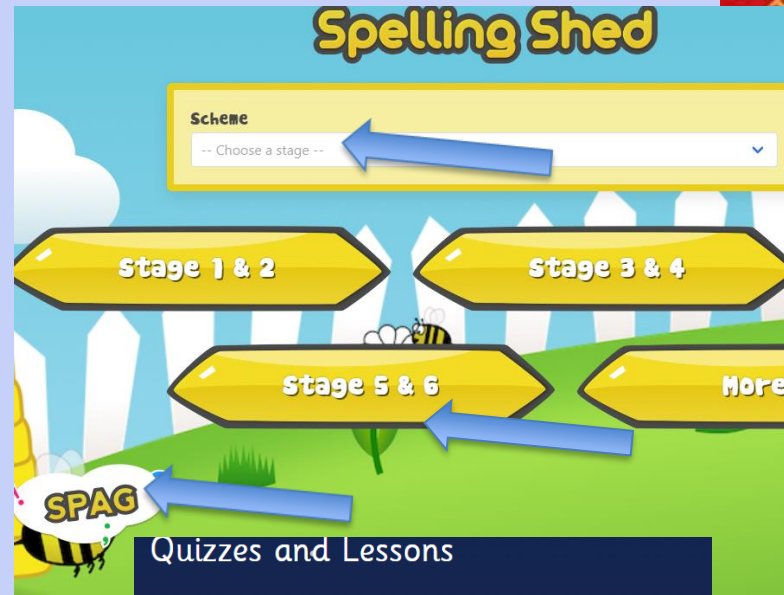
Sign in with Google

Mrs Meldrum/Black
a7 cz s9 ck

Mr Exley
sk qt vv h3



Online resources



Quizzes and Lessons

