



Year 6

Introduction Evening

September 2025

Staffing

The Senior Leadership Team includes:



Sarah Sheepy
Head Teacher



Nick Williams
Head of School



Orlando Graña
Deputy Head



Kerry Pope
Deputy Head and DSL



Andy Johnston
Y5-6 Phase Leader



Liz Munday
SENDCo

Staffing

The Year 6 Team includes:



Andy Johnston
6AJ



Allison White
6WS



Sam Shah
6WS



Manna Chacko
6MC

The teaching assistants in Year 6 are:



Vicky Kopaila



Louise Cunliffe

Year 6: Curriculum



The children experience a varied curriculum at Coten End.
An overview of the year's curriculum content can be found on the website.

The learning themes in Year 6 are:

AUTUMN



Toil and Trouble

History: The Tudor period

DT: Construction of timber frames houses

Music: Composition



Darwin's Discoveries

Science: Evolution

Geography:
Environmental issues in the Galapagos

Art: Landscape Painting



Battle of Britain

History: Britain in WW2

DT: rationing and electrical circuits

Geography: Impact of WW2 on the local area

SPRING

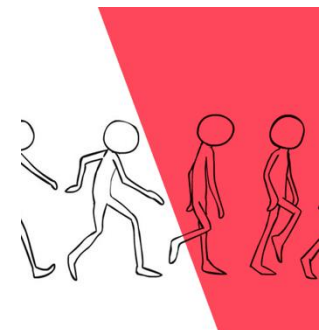


Kensuke's Kingdom

Art: Japanese Prints

Geography: Study of Japan and Extreme Weather

SUMMER



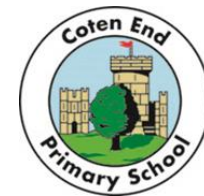
Animated Authors

Focus on transition

Young Apprentice

End of Year Show

Year 6: Curriculum Enrichment



Children take part in a range of curriculum enrichment experiences throughout the year.

In Year 6, curriculum enrichment includes:

AUTUMN

SPRING

SUMMER

EVENT



Young Shakespeare Company

Mary Arden's Farm

Residential Arete

Evacuation Experience

Drayton Manor (Post-SATS)

DATE

17.09.2025

19.09.2025 (6AJ)
22.09.2025 (6MC)
23.09.2025 (6WS)

13.10.2025 -
17.10.2025

15.04.2026



COSTUME



School Uniform

School Uniform

Outdoor Clothing
(See Arete Information)

Children to dress as
evacuees.

Own clothes/ Active
wear

Year 6: Key Texts

During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:

AUTUMN

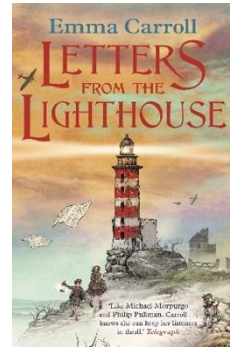


Macbeth
and the
Diver's
Daughter



Darwin's
Dragons

SPRING

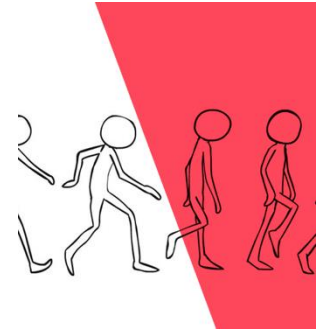


Letters from
the
Lighthouse



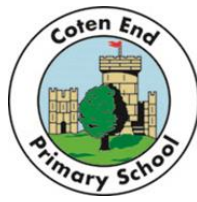
Kensuke's
Kingdom

SUMMER



The Works of
Various
Animated
Authors

End of Year 6 Expectations



We have created a pack of useful information for parents to help at home.

- Target walls for Mathematics and Writing
- Examples of Y6 writing at the expected standard
- Examples of questions to ask when reading to support comprehension
- A recommended reading list
- Calculation methods for the four operations
- Examples of problem-solving questions

Come and Learn sessions will take place through the year for Reading, Writing and Mathematics with ideas and information to help with supporting at home.

Year 6: Homework



- Accelerated Reader has been very successful in increasing the amount of reading and will continue, alongside myON for homework.
- Mathematics: Task related to current or prior teaching.
- myON Reading Task assigned to be read and quiz completed.
- Daily Reading: AR quiz to be completed in school when a book is finished.
- Regular multiplication fact practice: TTRockstars.
- Spellings will no longer be tested weekly, but lists will be provided for practice at home. The spelling rules will be taught in school.

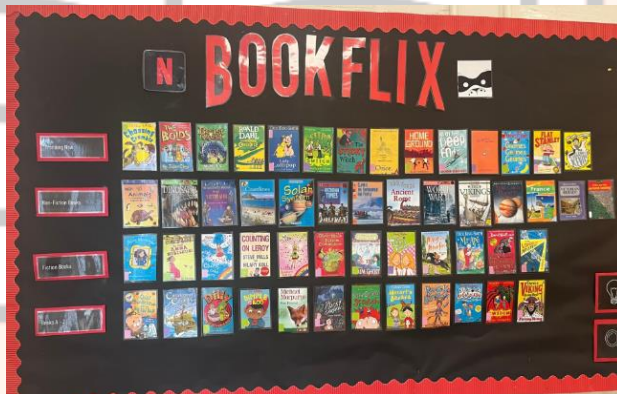
Homework is set on a Thursday and marked together as a class on Monday.



Accelerated[™]
Reader

We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:

www.arbookfind.co.uk



RENAISSANCE
myON

myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books

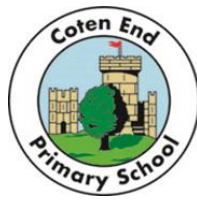


Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- Wellies
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

PE Kit



Children to have PE kit in school and will change into this on their PE days; this is a change for KS2 who should come to school in their uniform and not remain in PE kit all day. **Children can come in wearing PE kits if they have PE first thing.**

PE kit will be sent home every fortnight for washing.

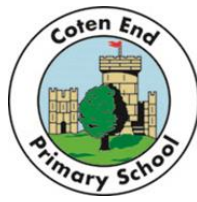
The following PE kit may be worn:

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Black pumps/plimsolls for indoor PE
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

OPAL (Outdoor Play and Learning)



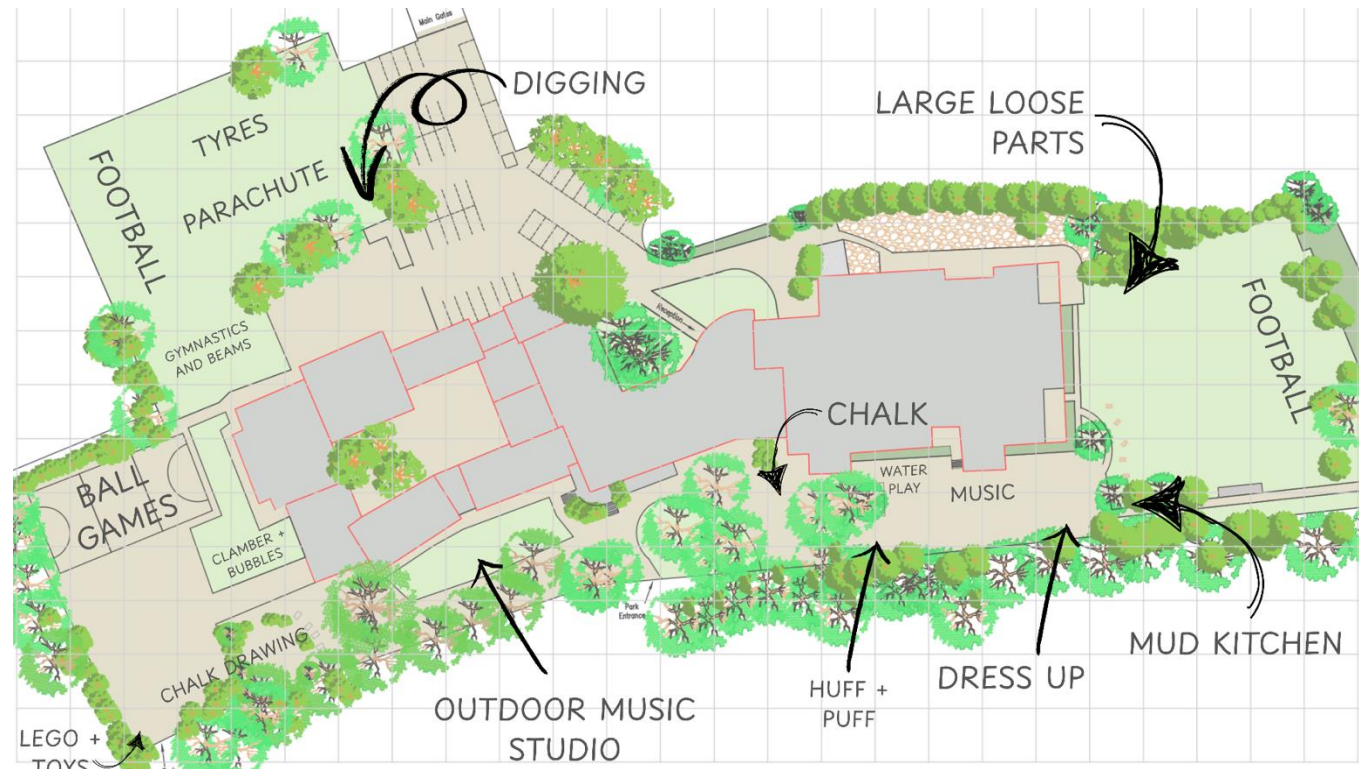
We have come very far with our play offer over the last 18 months.

We have lots of wellies that were donated at the end of last year that you will be able to have a look through at the end of the presentation.

Wet weather gear! Optional, but if your child has got waterproof trousers as well as a waterproof coat, they are welcome to bring them in.

Children must have wellies in school.

Y5/6 may choose to bring in high-ankle walking boots if they prefer.



Value Awards

A yellow-bordered certificate template for Coten End Primary School. It features the school logo in the top left, a bee illustration on the left, and a circular value wheel in the top right. The text reads 'Coten End Values Award' in large yellow letters, followed by 'awarded to' and 'class' with blank lines for names and class. Below this is 'for' with a blank line. At the bottom, there are lines for 'signed:' and 'date:'. A circular badge with puzzle pieces and the word 'Collaboration' is on the right.

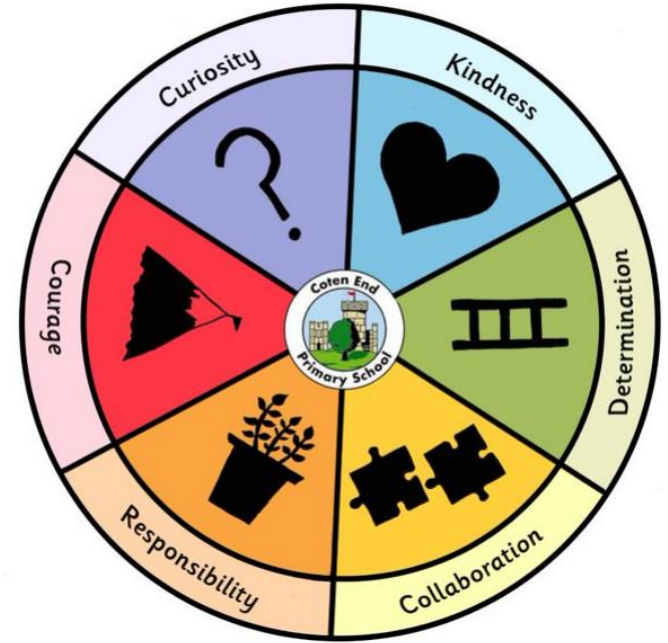
Coten End
Primary School

Coten End
Values Award

awarded to _____
class _____
for _____

signed: _____ date: _____

Collaboration



Values Awards and two Achievement Awards will be presented each week in assembly

Year 6 Celebration Assembly will take place in ? On Thursday at 9.05am.

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly

Communication



Ways in which communication is shared, include:

- **School App (MCAS) Communication** from school office, lunch orders and payments, trip payments, absence notification.
 - **Essential: enable push notifications.**
- <http://www.cotenend.warwickshire.sch.uk/>
- **School website:** fortnightly newsletters, class blogs, knowledge organisers
- **Google Classroom:** homework, spelling

Please update us of any changes of address, phone number, medical needs.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Attendance



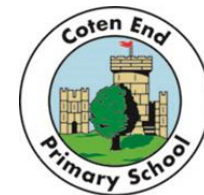
We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time: risk of penalty notice > 10 days consecutive absence
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity.
- See the Attendance policy which can be found on the school website
- **Attendance Lead:** Kerry Pope
- **Parent Support Advisor:** Nicky Pittaway
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.



No more than 3 missed school days across the academic year

Lateness and Punctuality



We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

School doors open at **8.40am** and close at **8.50am**.

Any child who arrives after 8.50am will need to do so through the school's main office.

Children who are late must sign in through the school's system with a reason, accompanied by a parent.

All late episodes are recorded on the school's registration system along with the minutes absent, past 8.50am.

Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.

If necessary, parents/carers will be contacted to discuss their child's punctuality.

When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.

EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



Relationships and Behaviour



At Coten End, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.

BE RESPECTFUL

BE SAFE

The school's rules, in red, have been successfully embedded, over the last 2 years – through the school's Relationships and Behaviour Policy; the policy can be found on the school website.

Positive behaviours are encouraged by all staff.

Praise is given regularly and attributed to specific behaviours (e.g. 'Thank you for listening and showing respect, whilst I am talking.')

Some low-level behaviours are purposefully ignored – staff 'positively notice' and choose to highlight positive behaviours (in an attempt for these to be copied by others) so negative attention is avoided, where possible.

Staff are constant role models - offering stability, by being measured and consistent, to create a calm, safe and supportive environment.

Relationships and Behaviour



- The school's values, above, continue to play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important and is reciprocal in nature. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- Hierarchy, related to role in school, is not used. All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.

Coten End Primary School

Parent Smartphone Agreement

In partnership with parents, Coten End Primary School has a full ban on smartphones for children attending the school.

Where a phone is needed for communication between parent and child, we recommend a basic phone that does not have access to the internet. GPS tags can be used for peace of mind.



Coten End Primary School's position on smartphones

In view of mounting evidence that access to a personal smartphone is harmful for children, we recommend that children are not given a smartphone for personal use until the age of 14 at the earliest, ideally not until they reach 16.

As such they are banned for children at Coten End Primary School and cannot be brought onto the school site by pupils.

If children are found with a smartphone during the school day, the device will be confiscated by staff and returned to a parent or carer at the end of the school day.

We are aware that local secondary schools are also reviewing smartphone policies.

Full copy of the Smartphone Agreement



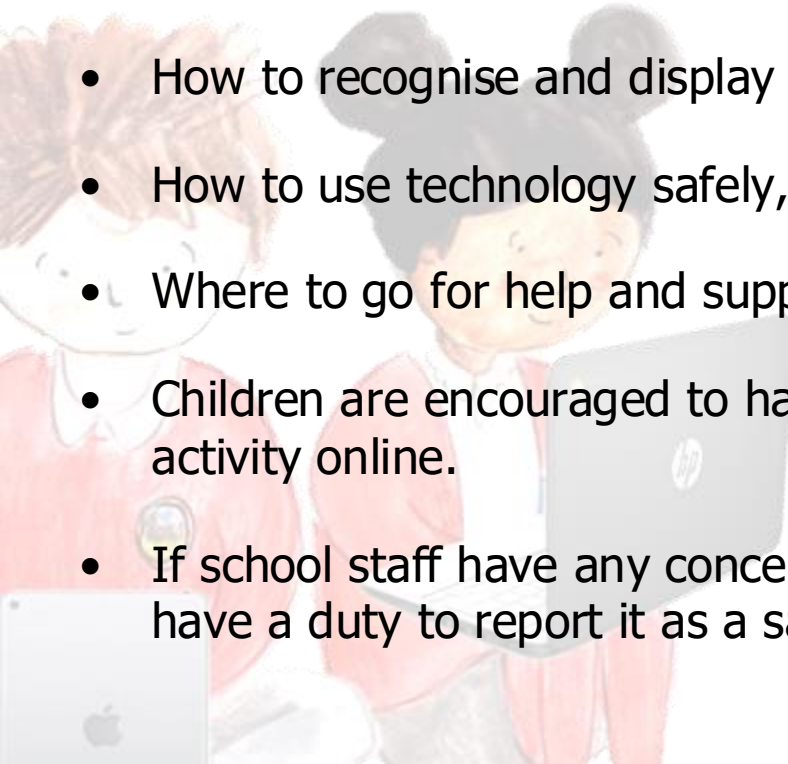
Annex 1





Online Safety

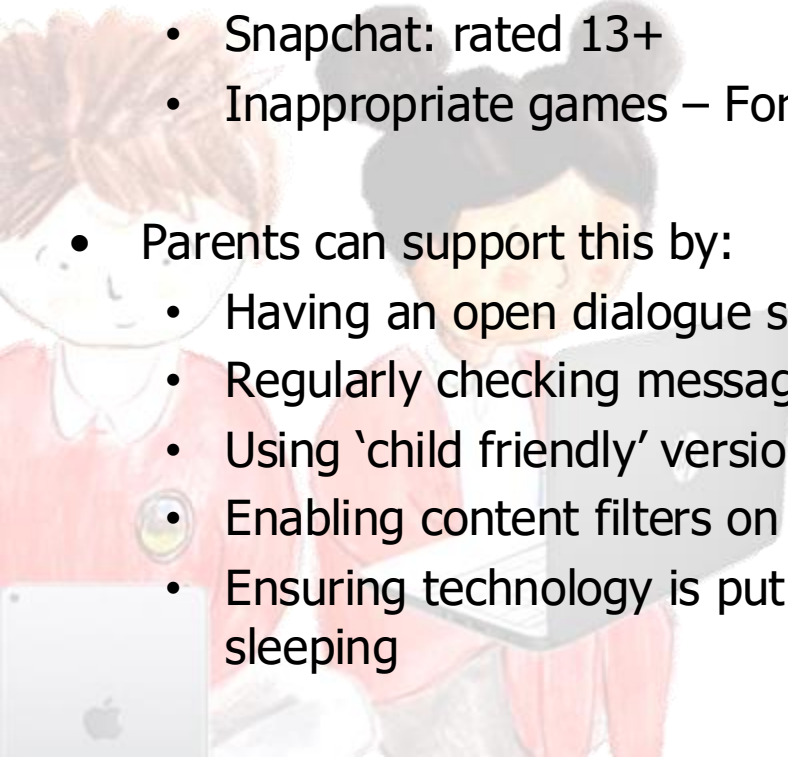
- At Coten End, we teach children about Online Safety through, but not limited to, our RHSE, PSHE and Computing lessons.
- We encourage the children to consider what positive, healthy and respectful online relationships looks like
- The effects of their online actions on others
- How to recognise and display respectful behaviour online
- How to use technology safely, responsibly, respectfully and securely
- Where to go for help and support when they have concerns.
- Children are encouraged to have open and honest conversations about their activity online.
- If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.



Online Safety



- There has been a noticeable rise in how technology use at home can affect children within school.
- We regularly see stress, anxiety and mental health issues linked to use of:
 - Mobile Phones – WhatsApp is rated 16+
 - YouTube
 - TikTok: rated 13+
 - Snapchat: rated 13+
 - Inappropriate games – Fortnite 12+, Grand Theft Auto 18+
- Parents can support this by:
 - Having an open dialogue surrounding use of technology
 - Regularly checking messages and internet usage
 - Using 'child friendly' versions of websites eg. YouTube Kids
 - Enabling content filters on all devices, including gaming consoles.
 - Ensuring technology is put away at a reasonable time eg. 1 hour before sleeping





Online Safety: Further Support

Websites with further information for parents, carers and young people:

- www.saferinternet.org.uk
- www.commonsemmedia.org
- www.thinkuknow.co.uk
- www.net-aware.org.uk
- www.internetmatters.org

Warwickshire County Council Websites:

- www.cybersafewarwickshire.com
- <https://www.Warwickshire.gov.uk/keeping-child-safe/cyber-safety/1>
- www.safeinwarwickshire.com/prevent

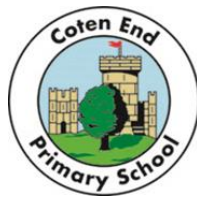
Online Gaming Information and Support

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>
- <https://www.thinkuknow.co.uk/parents/articles/gaming-whats-appropriate-for-your-child/>
- <https://www.net-aware.org.uk/networks>
- <https://www.commonsemmedia.org/>





Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Pupil Premium: Eligibility



To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Eligibility

Families who receive the following are eligible for free school meals:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-related employment and support allowance (ESA)
- guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').

If you would like to talk in more detail about this with school staff, please do not hesitate to contact us and we will be happy to help with any part of the process.



Questions?

Please speak to your child's class teacher individually if you would prefer.



Year 6 Residential Information

13.10.2025-17.10.2025

HOW WE ACHIEVE LEARNING OUTCOMES AT ARETE OUTDOOR CENTRE



A CHOICE OF ACTIVITIES

- Correct level of challenge
- Spotting & highlighting potential
- Differentiation within the team
- Chance for progression
- Opportunity to build rapport & trust with the same instructor



RESIDENTIAL STAY

- Building a daily routine
- Ownership of equipment
- Learning transferable skills for use at home
- Developing independence
- Having a community ethos through living with others

LEARNING OUTCOMES



PERSONAL QUALITIES

- Confident
- Creative
- Work to overcome fears
- Commitment & determination
- Can identify their strengths and weaknesses
- Self Reliance



SOCIAL AWARENESS

- Acting responsibly
- Supporting others
- Creating friendships
- Encouraging others to achieve
- Acting for the common good
- Team Work & Trust



ENVIRONMENTAL AWARENESS

- Broaden horizons
- Aware of surroundings
- Gain awe wonder & inspiration
- Take responsibilities for actions
- Take action for the environment



ENJOYMENT & APETITE FOR LEARNING

- Motivated to achieve the best they can
- Fully participates on tasks
- Seeks new challenges & learning opportunities
- Engaged to learn
- Strive to improve & develop in all areas
- New relationships built with school staff



HEALTH & WELL BEING

- Making healthy lifestyle choices
- Enjoying tech free times
- Noticing reduced stress and anxiety after participating in outdoor activity and being in the natural world
- An overall positive impact on mental health



FEEDBACK AND REFLECTION

- Give individual feedback
- Use photos to trigger discussion
- Observing & spotting improvement
- Allow time to process information



ENCOURAGING LEARNING

- Championing great actions & behaviour
- Handing out responsibility
- Sharing knowledge
- Creating the opportunity to try again
- Develop resilience and perseverance

Arete: Information Pack

Previously, parents would have been asked to complete **two forms** prior to the residential, which included:

1. Parental Consent & Medical Form
2. Photo and Medical Permission

Now, this can be done by scanning the QR code or using the link on Google Classroom.

Scan for
medical
form



Arete: Activities



Day	Group 1	Group 2	Group 3	Group 4
Monday - Afternoon	Bouldering/weasling adventure (Team bonding activity)	Bouldering/weasling adventure (Team bonding activity)	Bouldering/weasling adventure (Team bonding activity)	Bouldering/weasling adventure (Team bonding activity)
Tuesday	Gorge Walking	Underground Exploration	Canoe/Climb	Canoe/Climb
Wednesday	Canoe/Climb	Gorge Walking	Gorge Walking	Underground Exploration
Thursday	Underground Exploration	Canoe/Climb	Underground Exploration	Gorge Walking
Friday - Morning	TBC	TBC	TBC	TBC

Arete Outdoor Centre staff will lead the activities throughout the week and the children will participate in a range of similar activities.

Arete make final decisions on activities each morning and can depend on group dynamics and weather.

We cannot guarantee that all children will do the same set of activities.

Arete: Daily Structure



Structure of a normal day at Arete includes:

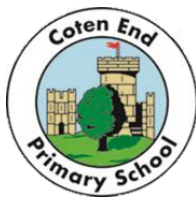
- Wake up at 7.00am
- Breakfast and make lunch by 8.30am
- Meeting with activity group at 9.00am
- Participating in activities until approximately 4.30pm.
- Evening meal at 6.00pm.
- Evening activity from approximately 7.30pm-9.30pm
- Lights out by 10.00pm

Each evening, children will participate in activity led by an Arete instructor.

These include: problem solving, nightline, nighttime walks, team building activities and many more.



Arete: Provided Kit



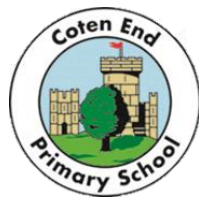
Arete provide all specialist equipment, including:

- Waterproof coat and trousers.
- Fleeeces (2x)
- Gilet (Padded Jacket)
- Helmets
- Buoyancy aids
- Wellies

If you have your own waterproofs, walking boots, wetsuits or wellies, please bring them as they are likely to be more comfortable.



Arete: Required Kit



- Nightwear (plus: dressing gown, onesie, slippers)
- Underwear – bring extra as some will get wet!
- Towel and toiletries in a named wash bag.
- Please do bring roll on deodorant. Children cannot use spray deodorant due to fire alarms.
- Socks (5 pairs) and thick walking socks (2 pairs)
- 3 pairs trousers, leggings, track suit bottoms, nylon/polyester- quick drying. (Not jeans!)
- 5-6 T-shirts, 2-3 sweatshirts.
- Thermals, including gloves and a hat (not thin, cotton gloves)
- 2x shoes (1 for indoors, 1 for outdoors)
- Torch
- Clothes for travel and for the evening.
- Swimwear.
- Old shorts to wear over wetsuits.
- Additional towel for changing outside (just in case)
- Hard, plastic lunch box and water bottle.
- A soft suitcase is easier to carry and better for storage.

DO NOT BRING YOUR BEST CLOTHES OR SHOES!

Arete: Food



Breakfast:

- Each morning, children will have a choice of a cooked breakfast or cereal.

Lunch:

- Children will be responsible for making their own sandwiches for their packed lunch and will also have fruit and a snack.

Dinner:

- Children will have a hot dinner each night including pizza and spaghetti Bolognese.

Any dietary requirements must be made clear when completing the form in the pack you have received.



Arete: Preparations

When preparing for Arete, children should ensure that they can:

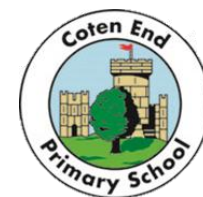
- Tie shoelaces.
- Brush long hair and be able to plait/tie up hair as well as maintain personal hygiene.
- Pack own school/day bag.
- Fill water bottle.
- **Make the bed.**
- Fold and put away clothes.
- Eat a variety of foods.
- Be punctual.

This not only helps to ensure children have as much time accessing the activities, but also teaches them key life skills.



Arete: Medicines

Scan for
medical
form



Leaving:

- Children to meet in the **St. Nick's Carpark** at **8.00am**.
- Children must be capable of carrying their suitcase.
- Drink and packed lunch for the coach: *no fizzy drinks or glass.*
- Children **can** bring sweets for the journey: *not hard-boiled sweets.*

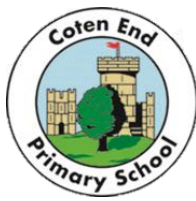
Medicines:

- Please see us prior to departure if you have any special medical needs that you wish to discuss.
- **Medicines to be handed in to class teacher by 11.10.2024 in a clear plastic bag (Friday BEFORE Arete).**
- In a few weeks, we will ask you to complete a 'Consent for the administration of medicines form' via an email and Google Form.

Travel Sickness:

- 'Consent for administration of medication in school' form must be completed.
- Ensure these are administered prior to departure.
- Some of the mini-bus journey can be long and windy, so additional tablets important.

Arete: Worries



If, prior to the residential week, you (or child) have any worries about the visit to the Arete Outdoor Centre, please feel free to speak with a member of staff at anytime.





Questions?

