Livingstone Primary & Nursery School

Year 6 Class Handbook 2026-27

Welcome to Year 6

This handbook will provide you with important
information about the standards in Year 6 at Livingstone.



Mr Boucon
Class Teacher

Safeguarding

As a school, we are committed to safeguarding and meeting the needs of children. We have a safeguarding policy which is available on the school website and from the Designated Safeguarding Officers.

Communication

Throughout the year, you will receive communications from us about a variety of subjects:

. Important dates
. Upcoming events
. Educational visits and workshops
. Signing up for extra-curricular clubs and extended services

Most communications are text or emailed, in the school's Friday newsletter and on Arbor. Please ensure that your contact information is up-to-date with the school office so that you can receive all emails and texts.

Behaviour

We expect all pupils to be well-behaved and have high standards of themselves, both inside and outside of school. We have ten core values that we promote at Livingstone: respect, responsibility, care, patience, understanding, cooperation, appreciation, determination, friendship and honesty. Bullying is not tolerated and any incidences are dealt with in accordance with our behaviour policy.

Lunches

The school provides a free cooked meal for all pupils, which includes vegetarian options. Our school lunches are balanced, healthy and varied. We also have a salad bar that the children are encouraged to visit.

Please contact the office if you will be providing your child with a packed lunch instead. We ask that packed lunches are healthy and that they contain no nut products due to allergies within the school.

Attendance

Good attendance and punctuality are vital for success at school and to establish positive life habits that are necessary for future success.

All pupils are expected to be in the playground from 8:45am every day. If pupils are not in school by the time the register is taken (8:55am), the office is notified and the pupil will receive a late mark.

Authorised absences are only permitted for valid reasons including:

- Illness
- Medical or dental appointments (ideally appointments should be booked after school or during school holidays)
- Religious observance
- Family bereavement

Only in **exceptional circumstances** may an absence be authorised during term time.

Inform us on the first day of your child's absence and keep us updated throughout the absence period. After 3 days of consecutive illness the school may require medical evidence to support the absence; this could be in the form of a doctor's note or prescribed medication etc.

Wherever possible, parents should always try to arrange medical and dental appointments after school hours or during school holidays.

Please note: we do not advocate that sick children come into school. Pupils who have vomited and/or have diarrhoea should be kept away from school for 48 hours after the last incidence of vomiting/diarrhoea to avoid the risk of spreading infection to others, particularly to pupils in school with serious medical conditions.

If the school is not contacted and a valid reason is not provided for absence, this is recorded as an **unauthorised absence**.

Unauthorised absences are those which the school does not consider essential or reasonable. They can include:

- Forgetting school term dates
- Going on holiday
- Arriving at school long after the register has closed
- Celebrating birthdays

Holidays during term time

The school **cannot** be expected to authorise an absence for a holiday during term time. Taking holidays during term time means that pupils miss important school time – both educationally and for other school activities. **Exceptional circumstances do not include cheaper costs, family availability or weather conditions.**

You may be fined if you take your child on holiday during term time without permission from the Headteacher, who will liaise with the Educational Welfare Officer (EWO). **Legal action may involve a Fixed Penalty Notice or being taken to court.** A penalty notice of £80 may be issued as an alternative to prosecution, but this will rise to £160 if it is not paid within 21 days. Failure to pay a penalty notice may lead to **prosecution.**

Parents who fail to ensure that their children attend school face the risk of imprisonment and parenting orders. Parenting orders involve attending a counselling and guidance programme, usually a parenting class.

Attendance matters!
Don't underestimate the importance of 100 percent attendance. Even one day missed can have an effect on learning:

- **98%** attendance means **4** school days missed
- **95%** attendance means **10** school days missed
- **90%** attendance means **19** school days missed
- **80%** attendance means **38** school days missed
- **5 minutes** late each day means **3** school days missed

<u>Uniform</u>
At Livingstone, we expect all pupils to wear the correct school uniform to promote pride in themselves and the school. All items of clothing should be clearly labelled with your child's full name. Stud earrings and wristwatches are acceptable; otherwise, no other jewellery should be worn.

Leggings, boots, colourful laces and sporting thermals are not part of the school uniform.

Please ensure your child wears the following uniform every day:
. appropriate black shoes
. plain grey, black or white socks / or grey tights
. white shirt or polo shirt
. blue school jumper (with the Livingstone logo)
. grey school trousers / skirt / dress
. blue summer dress/grey shorts



PE Kit

On Wednesdays, pupils need to come to school wearing their PE kit. Unless informed by the class teacher, this is the only day they should need it. All items of clothing should be clearly labelled with your child's full name and stored in a suitable bag. Pupils in Years 3 – 6 can have a roll-on deodorant in their bag.

Leggings, colourful trainers, cycling shorts, football kits and sporting thermals are not part of the school PE kit.

Please ensure your child has the correct P.E. kit in school:
. plain black trainers
. white t-shirt
. blue shorts
. black jogging bottoms (plain or with the school logo)



Website

Please visit our school website for more information: https://livingstoneprimaryschool.org/

Educational Experiences

Autumn term	Spring term	Summer term
• Shakespeare Workshop • PGL	• World War Two/Holocaust Workshop • RAF Museum	• Trent Park • Kew Gardens • Chessington World of Adventures BAPS Swaminarayan Mandir

Homework

Daily Homework

Pupils are expected to carry out the following *daily* homework tasks for 20 minutes:

- Reading (to be recorded in their reading diary)
- Times Tables practice (TT Rock Stars)

Their reading diaries are checked weekly, so please encourage your child to read regularly and complete their diary with the date, book title and page numbers.

Weekly Homework

You will be notified about your child's Maths and English homework on Friday (via the School Newsletter). It needs to be returned to school completed on the following Wednesday. The homework will cover learning they have done at school that week.

Brain Boosters

In addition, your child will receive a 'Brain Boosters' project grid for each half term. This has six activities that cover the wider curriculum. It is given out at the end of each half term and is due in the final week before we break up.

If your child completes 2-3 activities, they will earn a bronze award.
If your child completes 4-5 activities, they will earn a silver award.
If your child completes all 6 activities, they will earn a gold award.

Online Resources

Each child has their own unique username and password for the following websites, which can be found in their reading diaries. Please encourage your child to go on them as often as possible.

- TT Rockstars: https://ttrockstars.com/
- Office 365: https://office.com/
- Letter Join: https://www.letterjoin.co.uk
- Purple Mash: https://www.purplemash.com/login/
- Some pupils also have access to Nessy: https://www.nessy.com/

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Purpose**: to entertain **Genre**: descriptive narrative **Stimulus**: The Island (Armin Greder) **Purpose**: to inform **Genre**: non-chronological report **Stimulus**: Cogheart (Peter Bunzl)	**Purpose**: to discuss **Genre**: balanced argument **Stimulus**: School residential **Purpose**: to recount **Genre**: diary entry **Stimulus**: Cogheart (Peter Bunzl)	**Purpose**: to entertain **Genre**: linear narrative **Stimulus**: Rose Blanche (Christophe Gallaz) **Purpose**: to entertain **Genre**: descriptive narrative **Stimulus**: Blitz attacks on London	**Purpose**: to persuade **Genre**: letter **Stimulus**: Letters from the Lighthouse (Emma Carroll) **Purpose**: to persuade **Genre**: formal letter **Stimulus**: Royal Mail stamp competition	**Purpose**: TBC **Genre**: Linear Narrative **Stimulus**: TBC There's only one writing unit due to SATs preparation and testing.	**Purpose**: to persuade **Genre**: advert **Stimulus**: Livingstone School The last writing unit may not happen due to end-of-year show rehearsals. Children will be exposed to lay-scripts
Grammar	• Use expanded noun phrases for precise, complex information. • Use hyphens to avoid ambiguity. • Indicate parenthesis with brackets, dashes, or commas. • Describe settings, characters, and atmosphere. • Use passive verbs to control sentence presentation. • Use colons to introduce lists and punctuate bullet points consistently. • Use relative clauses with who, which, where, when, whose, or implied pronouns. • Use brackets, dashes or commas to indicate parenthesis. • Use the perfect form of verbs to show time and cause relationships. • Use modal verbs or adverbs to indicate possibility. • Recognise formal vocabulary and structures, including subjunctive forms. • Use semi-colons, colons, or dashes to separate independent clauses.		• Use brackets, dashes or commas to indicate parenthesis. • Use semi-colons, colons, or dashes to separate independent clauses. • Describe settings, characters, and atmosphere. • Use expanded noun phrases for precise, complex information. • Use passive verbs to control sentence presentation. • Use the perfect form of verbs to show time and cause relationships. •		• Use hyphens to avoid ambiguity. • Use passive verbs to control sentence presentation. • Use colons to introduce lists. • Punctuate bullet points consistently. • Use passive verbs to affect the presentation of information in a sentence. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose that or with an implied relative pronoun.	
Spelling	Read Write Inc Spelling – Year 6					
Maths	• Number and Place Value Four operations - column methods - long and short division - problem solving - BIDMAS • Fractions		• FDP – fractions, decimals & percentages Percentages and pie charts Algebra • Position & direction Ratio and Proportion • Measurement Area, converting, Perimeter & Volume • Angles & shape • Statistics & timetables		Revision for NC tests Problem solving and investigations	
Science	**Living Things** - MRS GREN - classification - five Kingdoms	**Electricity** - circuit symbols - brightness of bulb - parallel and series circuits	**Light** - periscopes - shadows at diff. times - seeing colours	**Inheritance & Evolution (Darwin)** - fossils - history of evolution - characteristics - adaptations and mutations (survival of the fittest)	**Animals, including humans** - digestion - circulation - the effect of drugs, alcohol and exercise on the body	**Revision of all units and filling gaps.**

History/ Geography	**Victorians** - Education and the role of children - Inventions & inventors that changed the world - The British Empire: locating the world's countries, human geography involving types of settlement and land use, economic activity including trade links and distribution of resources.		**WW2** - World War Two (Britain since 1930s) - Evacuation (urban vs rural) - UK human/physical geography: using maps to locate the ally and axis countries, understanding the significance of major cities during the Blitz, naming and locating counties and cities in the UK, understanding how aspects of cities changed over time due to the war.		**South America & Rainforests** - Latitude and longitude - Rainforests and deforestation - Land use, tourism, changes over time - Amazon River	
R.E.	BQ4: What is our situation?		BQ5: What is our goal?		BQ6: How do we get there?	
Computing	Programming and computer science	Programming and computer science	E-safety and digital literacy	Creative use of ICT	Creative use of ICT	Transition unit (Yearbook)
Art	**Drawing** - *Make my voice heard* Children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'		**Painting and mixed media** - *Artist study* Children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.		**Sculpture, 3D and craft** - *Making memories* Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	
D&T	**Aspect of D&T:** Electrical Systems **Focus:** Monitoring and control **Product:** Automatic Nightlight		**Aspect of D&T:** Food **Focus:** Celebrating culture and seasonality **Product:** Soup		**Aspect of D&T:** Textiles **Focus:** Combining different fabric shapes using CAD **Product:** Phone cases	
P.E.	Outdoor: Netball Indoor: Foundations of Gymnastics	Outdoor: Tag Rugby Indoor: Foundations of Dance	Outdoor: Outdoor: Outdoor Adventurous Activities Indoor: Gymnastics	Outdoor: Tennis Indoor: Dance Genres	Outdoor: Athletics Indoor: Rhythmic gymnastics	Outdoor: Cricket Indoor: Choreography & Performance
Music	**Music and technology** Styles of music: Soul, Pop,		**Creative composition** Styles of music: Disco, Rock n Roll, Pop		**Improvising with confidence** Styles of music: Rock, Folk, Pop	
PSHE	Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Celebration – supporting each other Protected Characteristics and Bullying		Moving on Mental Health and Online Safety Family Dynamics Democracy and decisions Media literacy and digital resilience		Puberty and Relationships Sex Education Relationships Money and Me Aspirations, work and career	
French	Manger et Bouger- Healthy living	School life	Telling the time – Ma Journee	Habitats	Dictionary skills	Me in the world
Possible Trips	Shakespeare Workshop – The Young Shakespeare Company PGL: Isle of Wight		World War Two/Holocaust Workshop RAF Museum		Trent Park Kew Gardens Chessington World of Adventures BAPS Swaminarayan Mandir	

For the National Curriculum, please click here: [Primary National Curriculum]

Religious Education

From 2025, Barnet schools are required to teach the new Barnet Agreed Syllabus for RE. RE teaching will focus on six big questions: What is real? Where do we come from? How do we know? What is our situation? What is our goal? and How do we get there? We are working closely with the local authority updating the content of our RE curriculum. The six big questions are covered over two years.

Interventions/Additional Learning Opportunities

At Livingstone, we provide additional learning opportunities to boost and challenge pupils of all abilities. Every half term, we analyse pupil attainment and progress and using this information select pupils for interventions, including pupils with special or additional educational needs, the more able, those who need a "boost" and those eligible for Pupil Premium.

The school employs specialist teachers and teaching assistants to deliver these programmes and parents are expected to support their children to make the most of these opportunities.

Here are some of the interventions we offer:

Additional adult support during English, Maths and Guided Reading lessons
Fresh Start – a phonics, reading and spelling scheme to support the development of reading for KS2 pupils
First Class @ Number – a Maths consolidation programme
English - extension for the more able
Maths - extension for the more able
Small group teaching of Reading, Writing, Phonics and/or Maths by an intervention teacher
Pastoral care – includes social skills, mindfulness and cognitive behavioural therapy
Fine and gross motor skills interventions, such as handwriting or additional PE
Talk Boost – speech and language development for EYFS and KS1 pupils

Extended Services

At Livingstone we provide a comprehensive extended day which includes a Breakfast and After-School Club from 8:00am until 5:45pm, for which there are charges. We make bookings and payments as easy as possible with our online School Money system.

Our extra-curricular programme includes a range of fun activities that take place after school. Pupils are encouraged to regularly participate to support their development of skills as well as enrich their social, physical/mental wellbeing.

Activity clubs run from 3:15 - 4:15pm. Our club timetable does include the following:

. Football
. Yoga
. Dance
. Multi-sports
. Athletics
. Netball
. Cricket
. Choir

Enquiries can be made at the school office.

Please click here for details of pricing: Extended Services Pricing 2026/27