



RED HOUSE
SCHOOL

Year 6 Curriculum Booklet

AN EDUCATION
ENJOYED

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INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Our vibrant family atmosphere is a great strength at Red House Junior School and this is highly valued by children and parents. We enjoy challenging each other, working hard and having plenty of fun!

Children are happy and confident with a 'can-do' attitude. They feel comfortable to take risks and to learn from mistakes. Through hard work and determination to be the best that they can be, they see great success. Developing self-belief and resilience from an early age is paramount with benefits stretching far beyond their time at Red House.

At the Junior School we pride ourselves on focusing on the individual child. Teachers form strong bonds with the children in their class. By understanding and treating every child as an individual they discover their unique personalities, interests and abilities. Teaching can then be tailored to suit the needs of pupils.

A handwritten signature in black ink, appearing to read 'Simon Haywood'. The signature is fluid and cursive, with a horizontal line underneath the name.

Simon Haywood.

(Head of the Junior School).

ART AND DESIGN

Overview

Year 6 pupils will take part in a wide variety of tasks to offer a broad and balanced curriculum. In Art lessons, they will develop work inspired by several artists and movements. They will build on key skills of drawing and painting, reviewing and modifying work as they progress. In Design and Technology Lessons, they will work with a range of materials to design, create and evaluate final products that meet a specific brief.

Curriculum Content

Autumn Term

In Art, pupils will be starting their research on "Gargoyles and Grotesques" in preparation for making a costume for the fashion show. They will start by developing their understanding of the theme and looking at preparing pages of primary and secondary source material using a variety of materials and techniques. Design Technology will be teamwork and design-focused this term, as pupils will be forming teams to design and race model Formula 1 cars. The successful teams will enter a competition later in the year and race their creations against other schools. Product testing, modifications, design folders, merchandise and presentations all form part of this exciting project.

Spring Term

In Art this term, pupils will develop the theme of Gargoyles and Grotesques. They will develop their 3D modelling skills with paper-mâché and paint to create a gruesome Gargoyle inspired mask. In Design and Technology this term, pupils will complete their Formula 1 project as the teams prepare for the regional finals. Year 6 will then be introduced to isometric drawing. Pupils will learn about plan, front and side elevations and how to draw 3D objects on isometric paper. Although this is an introduction to 3D drawing skills, it will provide valuable skills as these will be continued in Year 7 in a joint Maths/ DT topic.

Summer Term

In Art this term, pupils will consolidate their understanding of Art Nouveau and the artist Hundertwasser and complete a mixed-media doorway design. In Design and Technology, children will begin to recognise that certain people and key events in history have shaped the way we live our lives today. Influential events have been happening since the dawn of time, but some have been more significant than others! Children will work together to identify several key people and events and to further explain the impact these people and events have had, either at the time or in our current lives.

Assessment

Formative assessment will be used throughout the year and pupils will be given points for development.

Differentiation and Support for MAGT Pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve their potential.

COMPUTING

Overview

Computing is a practical, creative, and knowledge-rich subject. In Year 6, pupils will work with a variety of different software packages to develop their skills and apply them in different contexts. The importance of staying safe online is also emphasised throughout the year.

Curriculum Content

Autumn Term

In the Autumn Term, children will use Scratch to continue developing their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short, animated story. Following this, in their unit about online safety, children will be taking a more in depth look at a variety of online safety issues. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.

Spring Term

Children will be given an understanding of spreadsheets and how they can be used. Children will learn skills in formatting and entering specific formulas in a range of different spreadsheets. They will develop their investigative skills in using the spreadsheets to solve specific problems, for example number calculations, sports league tables, test scores, and budget planning. Children will then take part in an open-ended task to design their own spreadsheet.

Summer Term

Children will be introduced to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game

environments constructed by the user in a 3D scene editor. Children will learn to describe the actions of a sequence of Kodu commands. They will decompose code into smaller parts and explain it in their own words. Finally, they will create a racetrack with an end goal for a game and program a character to follow a path.

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for Computing. Tasks and resources are adapted where children require additional support.

ENGLISH

Overview

In Year 6, English lessons focus on the key areas of reading comprehension, writing composition, spelling and grammar. We aim to develop children's love of reading by exposing them to a wide range of modern and classic texts and poetry, and English lessons are often based on a shared class novel. Throughout the year, exercises will be taught to improve the pupils' spelling ability and to encourage the use of accurate punctuation and grammar.

Curriculum Content

Autumn Term

During the autumn term, Year 6 pupils will be reading the novel *The Boy at the Back of the Class* by Onjali Q Raúf. They will use the novel as a stimulus for a variety of genres of writing. They will continue to work on spelling, punctuation and grammar. Reading skills will also be a focus throughout the term.

Spring Term

During the spring term, Year 6 pupils will be reading the book *Survivors* by David Long. They will continue to work on spelling, punctuation and grammar and they will write information texts and different styles of poetry. They will also improve their comprehension skills with a particular focus on inference and deduction.

Summer Term

Pupils will design their own hoverbike and then use this as a stimulus for varied genres of writing. They will also learn about Shakespeare, read *Romeo and Juliet* and produce some

writing linked to the play. Grammar, punctuation and spelling will also form part of their core study, and they will reinforce their reading skills of inference and deduction.

Assessment

Throughout the year, teachers will assess pupils' writing against a series of age-related criteria. Children will be given writing targets and next steps for learning. Writing is also moderated in teams within and across Key Stages. Reading will be assessed through termly summative assessments.

Differentiation and Support for MAGT Pupils

Pupils will be given extension tasks to further develop their writing and reading skills. Pupils who require additional support will be provided with this as required, which may include interventions such as Lexia or Toe By Toe. Some children may be provided with a laptop where appropriate.

FRENCH

Overview

In Year 6, we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils, using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning to ensure that that pupils feel well-prepared to study French beyond Key Stage 2.

Curriculum Content

Autumn Term

This term, pupils will learn to express their likes and dislikes and they will practise describing themselves and others. They will work on adjective agreements and they will conjugate verbs in the present tense. Throughout the term, they will continue to ask and answer more complex questions.

Spring Term

During the spring term, pupils will learn to talk about school subjects and express their opinions of them. They will also gain an understanding of the school system in France. They will continue to gain confidence in manipulating numbers and consolidate telling the time, with the aim of being able to describe their timetable.

Summer Term

During the summer term, pupils will learn to talk about free-time activities and express their opinions. Through these topics we will look at regular verbs, adjectives and aimer + the infinitive.

Assessment

Throughout the year, pupils' speaking, listening and writing skills will be assessed through informal tasks and quizzes to allow teachers to plan next steps for learning.

Differentiation and Support for MAGT Pupils

More able pupils are guided towards tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher-level questioning allows them to become more flexible, spontaneous and creative language learners.

GEOGRAPHY

Overview

Throughout Year 6, pupils will develop their geographical skills and knowledge. They will learn how to use maps and atlases. Children will study places around the world and learn to compare them to their own locality.

Curriculum Content

Autumn Term

The children will start their 'Rivers' topic. They will learn about the processes in a river system, including erosion, transportation and deposition. They will also learn how landforms such as waterfalls, ox-bow lakes and deltas are formed.

Spring Term

In Geography, the pupils will be completing the 'Rivers' topic by looking at flooding and the impact this has in the UK and Bangladesh. They will then move on to study the British Isles. They will learn about the physical and human geography of the different countries including mountains, rivers, climate, capital cities, population, and economic activities.

Summer Term

This term the pupils will continue with their study of the UK. They will look at features across the country and learn about weather and weather patterns.

Assessment

Formative assessment will be used throughout the year to assess pupils' progress against age-related expectations.

Differentiation and Support for MAGT Pupils

Children identified as having a talent for Geography will be provided with extension activities to further develop their skills. Activities will be adapted where required to provide additional support.

HISTORY

Overview

In Year 6, children will continue to study time periods from History, including the Ancient Greeks. They will consider the use of both primary and secondary sources when learning about events from history.

Curriculum Content

Autumn Term

In the Autumn Term, pupils study the Ancient Greeks including a summary of 'Ordinary Life', the City States and three key battles of Marathon, Thermopylae and Salamis. Pupils will also explore the differences between city states and compare Athens and Sparta in terms of education, role of women and in how they were governed.

Spring Term

In History, pupils will complete their topic about the Ancient Greeks before studying the legacy and how our lives today are shaped by the past. Pupils will learn about Greek philosophers and mathematicians, and how democracy has defined the modern world. Pupils will also begin a new topic and start to learn about Ancient Rome, starting with an understanding of the power of the Roman Army.

Summer Term

Pupils will continue to learn about the Roman Empire and explore the invasions and conquest of Britain. Pupils will discover more about Roman Britain: the housing, Roman baths and the importance of Roman roads linking forts and towns. They will learn about Hadrian's Wall and about gladiators.

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for History. Tasks and resources are adapted where children require additional support.

MATHEMATICS

Overview

In Year 6 Mathematics lessons focus on two key aspects of mathematics: fluency and reasoning. Arithmetic skills are practised frequently and there is a focus on developing pupils' knowledge and application of number facts and the multiplication tables. Mathematics lessons focus on developing a secure understanding of mathematical concepts using high-quality visual representations and concrete resources. Red House Junior School is part of the *NCETM Problem-Solving Schools Programme*, meaning that we aim to instil children with the confidence and skills to tackle problems in a range of contexts. Differentiation is provided through adult support, use of resources, timely intervention and additional challenges as needed.

Curriculum Content

Autumn Term

Children will learn about place value in numbers to ten million, including how to partition and round large numbers; they will also recap negative numbers. Children will learn about divisibility rules and revise prime, square and cube numbers. In multiplication and division, pupils will revise long multiplication and learn about the formal method of long division; they will also learn about the order of operations. In their work on fractions, children will study equivalent fractions and simplifying. They will compare and order fractions and add and subtract fractions and mixed numbers before moving on to multiplying and dividing fractions. Finally, they will move on to learning about imperial and metric measures.

Spring Term

In the spring term, children will learn about ratio and proportion, including scale drawings. In their study of algebra, pupils will look at finding a rule and substitutions; they will then learn about one- and two-step equations and solving problems with two unknowns. Children will learn about multiplying and dividing decimals and how to find percentages of an amount. Finally, they will study area, perimeter and volume.

Summer Term

In their study of statistics, pupils will learn to draw and interpret line graphs, bar charts and pie charts, as well as how to calculate the mean average. Pupils will classify angles and calculate missing angles in triangles as well as learning about the parts of a circle. They will

learn about coordinates in all four quadrants, translations and reflections. Finally, they will develop their reasoning and problem-solving skills.

Assessment

Regular low-stakes arithmetic quizzes are used throughout the year to identify next steps for learning. End-of-unit tests are used in to check pupils' progress and pupils are given a termly Multiplication Tables Check. In addition, Year 6 pupils will be assessed in Arithmetic and Reasoning at the end of each term; these scores are recorded and shared with Key Stage Leads to identify any interventions that may be required.

Differentiation and Support for MAGT Pupils

Differentiation is provided through adult support, use of resources, retrieval practice and timely intervention. MAGT pupils will be offered extension tasks to take their learning to the next level.

MUSIC

Overview

Pupils will study a range of musical styles and develop their ability to learn key words associated with Music. They will have opportunity to develop performance skills on multiple instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras, as well as studying music from other cultures. They will use a range of musical software to develop composition skills, as well as incorporating singing in most lessons.

Curriculum Content

Autumn Term

Pupils will have opportunity to sing a range of songs and explore harmonies. They will use keyboards to extend performance skills and listen to a range of music. Pupils will be focusing on Gustav Holst's Planet Suite and extending their keyword knowledge and listening skills whilst participating in workshops to embed learning further.

Spring Term

Pupils' awareness of musical notation will be developed further through short theory and playing tasks. They will listen to and compose phrases of rhythm and melody. Pupils will also listen to music that depicts creatures, movement or events and respond to this through art, poetry or description.

Summer Term

Pupils will continue to play melodies or more complex music on the keyboards to develop their notation knowledge. They will sing regularly to build upon their repertoire and increase confidence for performing skills. Listening and composing skills will include depicting space travel and representing busy city life. Whole-class singing will continue to develop pupils' aural skills, with scope for performing in the end of year performance.

Assessment

Throughout the year, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Tasks and resources are adapted where children require additional support and appropriate challenge will be provided for children with a talent for music.

PHSE & RSE

Overview

In PSHE lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities. They learn about the world and the communities within it. In Year 6, PSHE covers three main themes: Health and Wellbeing, Relationships, and Living in the Wider World.

Curriculum Content

Autumn Term

Children will explore the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.

Children will then explore the idea that we are all individuals and that it is important to 'be yourself'. Children will develop a positive view of themselves and recognise the importance of being proud of their individuality. In this unit, children will focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings.

Spring Term

Children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.

Children will then explore how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and consider influences that advertisers try to use to encourage people to spend money. Children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.

Summer Term

Children will learn that it is important to understand and have digital wellbeing. They will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies, as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly.

Children will then develop their knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships. They will also learn about positive body images and stereotypes.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

PHYSICAL EDUCATION AND GAMES

Overview

PE & Games provides a unique and vital contributor to a pupil's physical and development and well-being. It is highly regarded at Red House that PE & Games play a major role in helping pupils achieve their full potential.

The main focus of Games lessons in Year 6 is to improve basic skills required to play each game and to develop a solid understanding of rules and tactics in a competitive environment. The range of activities will change every half-term throughout the academic year.

Curriculum Content

Autumn Term

During this term, boys are offered the opportunity to improve and develop their existing knowledge of tactics and rules within rugby whilst girls will develop their skills in hockey and netball. They will also take part in individual activities such as swimming and cross-country running. In these lessons, pupils will continue to work on techniques and their individual performances will be recorded and monitored.

Spring Term

During this term, pupils are offered the opportunity to improve and develop their existing knowledge of tactics and rules within hockey and netball for the girls, and football and hockey for the boys. In swimming, pupils will develop their technique in all 3 basic strokes and their individual performances will be recorded and monitored. Pupils will also be given the opportunity to take part in House competitions in all these activities this term.

Summer Term

Pupils will cover a range of physical activities including cricket, tennis and athletics. In Games, the programme is aimed to develop an increased level of understanding of basic tactics and rules and how to apply these in a competitive environment. In Athletics, pupils will be given the opportunity to improve in a variety of individual events and their performances will be recorded and monitored. There will also be some preparation work for sports day which takes place this term.

Fixtures

Parents are very much encouraged to support our sport teams on the side-lines. Details of all matches can be found on the school website (through the link 'Sports Fixtures & Results') or the following address can be saved onto your mobile phone home screen for easy access to this information: <https://www.redhouseschoolsport.co.uk/>

Differentiation and Support for MAGT Pupils

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs. Where applicable, pupils can participate in District, County, Regional and National competitions. In addition to this, our more talented players will get the chance to play in competitions beyond their own age category with older year groups.

RELIGIOUS STUDIES

Overview

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School, we develop the children's knowledge and understanding of the major world faiths and other world views. We enable the pupils to develop a sound knowledge of not only Christianity, but also of other world religions.

Curriculum Content

Autumn Term

In the Autumn Term, children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit. In addition, they will be choosing a variety of ways to present their work, which will enable them to reinforce key literacy and computing skills.

Spring Term

Children will learn about key aspects of the Easter story and will focus on the question 'was Jesus' death part of God's plan'? They will start with an overview of the Easter story. Then they will move on to focus on 'free will' and 'determinism' and will reflect on these concepts in their own life. The children will look for Biblical evidence to support their thoughts on Jesus' life and death. Finally, the children will look at the choices they make in their life and how these could be influenced by external factors.

Summer Term

Children will read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will consolidate their understanding of freedom and justice by examining which, if either, is more important.

Children will learn about Humanism. They will examine the difference between religious and non-religious worldviews. They will then focus specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

SCIENCE

Overview

The principal focus of science teaching in Year 6 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. In Year 6, pupils will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. Though carrying out a range of practical investigations, children will begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.

Curriculum Content

Autumn Term

Children will learn about how animals survive and stay healthy and how different organ systems work. They will explore the importance of diet, exercise and lifestyle in the way that bodies function. In this unit, they will learn about the three main parts of the circulatory system and the job of the heart. They will also learn about what blood is comprised of and how it is transported around the body. Pupils will also learn about drugs

and alcohol and how they can have an impact on our bodies, specifically in relation to the circulatory system.

Following this, children will learn about electricity. They will learn how to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. As well as conducting their own investigation, they will get the opportunity to create their own torches.

Spring Term

Children will learn about about light, how we see, shadows, reflection and refraction. The children will learn how light travels and how this enables us to see objects. The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection and incidence. They will work scientifically and collaboratively to investigate refraction, carrying out some fascinating experiments into the effects of bending light. Finally, they will learn about Isaac Newton and his theory of light and colour.

Children will also learn about the classification of living things, including micro-organisms. They will sort animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus. Pupils will learn about micro-organisms and conduct an investigation into the growth of mould on bread.

Summer Term

Children will learn about variation and adaptation. They will explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.

Assessment

Teachers carry out formative assessments throughout the academic year. Summative assessments may be used at the end of each unit.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning and practical investigations. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

HOMEWORK

In Year 6, children will receive regular homework. Children should spend approximately 20 minutes on each core subject per week (English, Maths, Science & French). Children are provided with a homework timetable at the start of Year 6.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 5, and to use the pupil planner to communicate any problems to the class teacher.

Homework facilities in school

Pupils may stay for Tea and Prep, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Ward at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for class teachers can also be written into the pupil planner.

Year 6 Form Tutors

Mrs Rebecca Coverdale

rebecca.coverdale@redhouseschool.co.uk

Mr Paul Heaton

paul.heaton@redhouseschool.co.uk

Mr Ian Maude

ian.maunder@redhouseschool.co.uk

Mrs Susan Casey (also Head of Years 6-8)

susan.casey@redhouseschool.co.uk

Other Contacts

SENCo (Mrs Eileen Auty)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

eileen.auty@redhouseschool.co.uk

KS2 Coordinator (Mrs Victoria Smith)

vicky.smith@redhouseschool.co.uk

Deputy Head (Miss Claire Thompson)

claire.thompson@redhouseschool.co.uk