



*"AS A FAMILY WE LIVE, LOVE, LEARN AND CELEBRATE WITH JESUS."*

# Welcome to Year 6

Teacher: Mrs Kelly

Mr Robey and Mrs DiGiulio



# About me...

- ❖ I have been a teacher for 28 years and during this time I have taught across all primary year groups.
- ❖ I am currently responsible for Religious Education (RE), RSE/PSHE, and I also serve as the Key Stage 2 Phase Leader. These roles allow me to support pupils and staff across the school, ensuring that children receive a broad, balanced, and supportive education.
- ❖ I feel very privileged to work in a profession that I love. Every day in school is different, and I find great joy in helping children learn, grow, and flourish. I believe strongly in creating a positive, nurturing environment where every child feels valued and encouraged to achieve their best.
- ❖ Outside of school, I am married and have two children of my own. This gives me an additional perspective on the importance of working in partnership with families to support children's learning and wellbeing.



# Year 6 – An Important Year

- ❖ Year 6 is a very special and important stage in your child's primary journey. As the oldest pupils in the school, the children grow significantly in independence and maturity throughout the year. They act as role models for the younger children, setting a positive example in both learning and behaviour.
- ❖ This year is also about preparation for secondary school. Year 6 not only equips children with the academic knowledge and skills they need, but also helps them to develop confidence, resilience, and an understanding of themselves as individuals.
- ❖ With this comes increased responsibility. Year 6 pupils are given important roles within the school community, helping them to feel trusted, valued, and ready for the next step in their education.
- ❖ Of course, there are also many exciting opportunities to look forward to. The Year 6 production and residential trip are always highlights of the year—moments that children remember long after they have left primary school.



# Behaviour

As parents, you have made a positive choice in sending your child to The Holy Family School. We are committed to promoting excellent behaviour and behaviour for learning across the school. To achieve this, we ask that you remain actively involved in your child's school life and supportive of our school ethos and behaviour policy.

Our behaviour policy is inclusive and restorative in nature. We believe in listening to our children and, in cases of poor behaviour, we guide them to reflect and find appropriate ways to put things right.

Details of our Behaviour Curriculum and our Home School Agreement can be found on our school website. We ask that you take time to read these documents carefully. By choosing to send your child to The Holy Family School, you are agreeing to uphold the commitments outlined in the Home School Agreement.

Together, through strong partnership between home and school, we can support your child to flourish both academically and personally.



# Attendance & punctuality

***Good attendance at school is vital and is directly linked to academic success.***

- School gates open at 8.40am and close promptly at 8.45am. Arrival after this should be via the school office. Arrivals later than 9am will be marked as unauthorised absence.
- Should your child be unable to attend school due to illness you must inform the school office by 9.30am. After this time the school office will phone to find out the reason for absence. If we are unable to make contact by 10.30am a member of the senior leadership team may make a home visit for safeguarding purposes.
- Leave of absence – holidays should not be taken during term time and cannot be authorised. In exceptional circumstances some absences may be authorised at the discretion of the head teacher.
- School finishes at 3.15pm, please ensure you are on time to collect your child. If you are going to be late please let the office know.
- At 3.25pm children who have not been collected will go to the school office. Children who have not been collected by 3.30pm will attend afterschool club and there may be a charge.



# Classroom routines

- 8:40-8.45am = Registration
- 8.45-9.15am= Arithmetic/Maths fluency
- 9.15-10:30= Maths
- 10:30-10:45 = Break
- 10:45-11.45= English
- 11.45-12:15= Guided Reading, Spelling, DEAR, Daily mile
- 12:15-1:05= Lunch
- 1:05-1:25= Meditation
- 1:25-2:30= Afternoon lesson 1
- 2:30-3:15= Afternoon lesson 2
- 3:15= End of the day



# Classroom routines

- On a Wednesday the children have choir/hymn practise as a school with Miss Clifford.
- On a Thursday the children do LOTC and PE and must come to school in PE kits.
- Every Friday we will have celebration assembly – with a pupil of the week, values award and a handwriting award.



# Sports/Outdoor learning

- PE and LOTC will be on Thursday
- Children need to wear their PE kit into school, dark (Black) joggers and hoodie (no brands)
- School sweatshirt or cardigan
- Trainers (black)
- Raincoat
- Wellies – can be left in school.











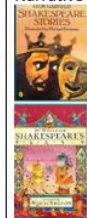
# Long Term plan



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 6

Teacher: Mrs Kelly



2025-26	Autumn				Spring					Summer				
RE	Branch 1: Creation and Covenant		Branch 2: Prophecy and Promise		Branch 3: Galilee to Jerusalem		Branch 4: Desert to garden			Branch 5: To the Ends of the Earth		Branch 6: Dialogue and Encounter		
	The second account of Creation. Laudato Si and care for Creation. The Sacrament of Baptism.		The importance and role of Women in salvation history.		The miracles (Wedding at Cana, Healing the Blind Man, Raising of Lazarus). The Sacraments as ways to encounter God.		Holy Week and the Last Supper. Washing of feet. Stations of the Cross.			Resurrection. The empty tomb. Apostle's Creed. Holy Trinity.		Christian responsibility for the common good. Links between beliefs and practices in other faiths.		
Catholic Social Teaching <a href="#">ROOTED IN LOVE</a>	Care for Creation The world was made by God, so we take care of God's creation.		Preferential Option for the Poor The 'preferential option' means allowing someone to have the first choice.		Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.		Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.			Dignity of Workers Work is fundamental to the dignity of a person		Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.		
English ESSENTIAL Writing	Whole school writing project (2 weeks)	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing	Essential Writing
		Non-Chronological Report	Narrative	Persuasive Speeches	Non-Chronological Report	Dialogue Texts provided by HFL	Balanced Argument Texts provided by HFL	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative
	Essential Writing					Writing Outcome: Scene with Dialogue	Writing Outcome: Balanced Argument						Texts provided by HFL	
	Narrative		Writing Outcome: Narrative	Writing Outcome: Persuasive Speech	Writing Outcome: Non-Chronological Report	10 steps		Writing Outcome: Narrative	Writing Outcome: Biography	Writing	Writing Outcome: Narrative	Writing Outcome: Advocacy Poetry	Writing Outcome: Blogs	Writing Outcome: Narrative
			10 steps						10 steps		10 steps		10 steps	



# Curriculum Overview



## Curriculum Information - Year 6

**Autumn Term 1 – Wednesday 3<sup>rd</sup> September - Friday 24<sup>th</sup> October**

Dear Parents/Carers,

<b>English</b>	<p>We will be starting the school year with a whole school project based on the book: 'The Tree and the River' by Aaron Becker, Poetry, a short narrative, annotated drawings of hopes for the future.</p> <p>After this, children will write a short story inspired by other mystery and suspense short stories - narrative unit featuring – 'The Night of the Gargoyles' by Eve Bunting; 'The Mysteries of Harris Burdick' by Chris Van Allsburg.</p> <p>We will then look at the Planetarium, we complete some non-chronological writing based on this book.</p>
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# Knowledge Organisers

## The Tree and the River – Narrative

### ESSENTIAL VOCABULARY/WORD BANK

Resilience – keeping going when things are difficult.

Moral message – a lesson for the reader (e.g. teamwork, perseverance).

Personification – giving human qualities to non-human things.

Narrative poem – a poem that tells a story.

Fronted adverbials – words/phrases at the start of a sentence that show time, place, or manner (e.g. "Later that day, ...").

### Writing Skills

- Use personification (give human traits to objects: "The river wept").
- Create moral messages in stories (lessons about resilience, problem-solving, teamwork).
- Structure writing with paragraphs and fronted adverbials (e.g. "Years later, ...").
- Correct use of speech punctuation ("...").
- Draft, edit and proof-read for precise vocabulary and accuracy.

## ENGLISH KNOWLEDGE ORGANISER



### Audience and purpose

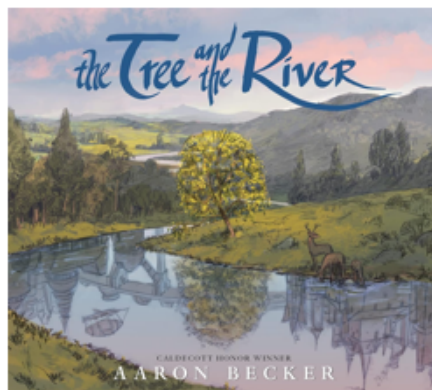
Peers

### Final Outcome

A short narrative  
Annotated drawings of hopes for the future

### Reading & Thinking Skills

- Make predictions and connections using illustrations.
- Compare past, present, future images in the story.
- Explore positive and negative human interactions with nature.
- Reflect on how trees and rivers are used today.





# Year 6 Place Value

# MATHS KNOWLEDGE ORGANISER

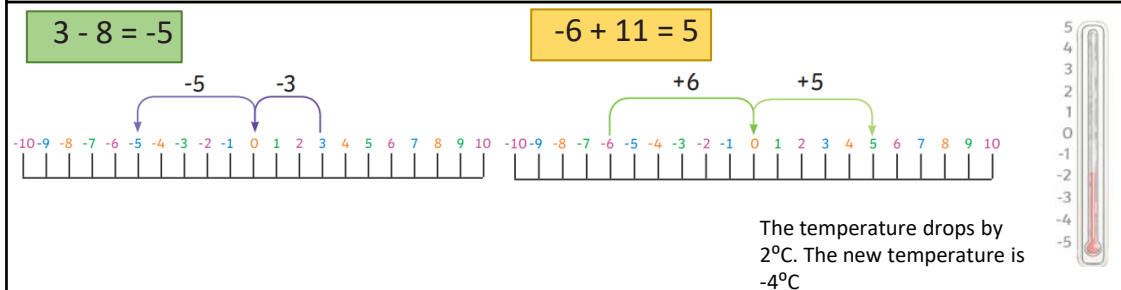
## ESSENTIAL VOCABULARY

O	Ones
T	Tens
H	Hundreds
Th	Thousands
TThs	Tens of thousands
HThs	Hundreds of thousands
M	Millions
Integer	A whole number
approximate	Almost but not completely accurate
partition	Split into parts
Prime number	a whole number above 1 that cannot be made by multiplying other whole numbers
complement	
composite	when it can be divided exactly by a whole number other than itself.
square number	The result of multiplying an integer (not a fraction) by itself
negative number	any number that is less than zero
sequence	is a list of things (usually numbers) that are in order.
linear sequence	Is a list of numbers that increases or decreases by the same amount each time.

## Compare and Order

<p>equals</p> <p><math>26 + 38 = 8 \times 8</math></p> <p>Both calculations have the value 64.</p>	<p>greater than</p> <p><math>223\ 873 &gt; 98\ 256</math></p> <p>The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.</p>	<p>less than</p> <p><math>901\ 198 &lt; 1\ 091\ 098</math></p> <p>The number on the right has 1 million and the number on the left has 0 millions.</p>				
smallest	81 782	127 352	127 835	137 019	200 002	greatest

## Negative Numbers



## LINKS TO PREVIOUS LEARNING

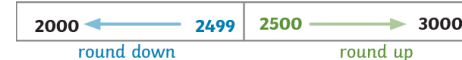
Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.

Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.

Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.

## Round Any Number

Rounding to the nearest 1000



Rounding to the nearest 10 000



Rounding to the nearest 100 000



Rounding to the nearest 1 000 000





# Year 6 Place Value

# MATHS KNOWLEDGE ORGANISER

## Numbers to Ten

**3 926 471**

three million, nine hundred and twenty-six thousand,  
four hundred and seventy-one

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

3 926 471
3 926 000      471



## Powers of 10

The Gattegno chart shows that 400,000 is one hundred times bigger than 4,000. One-thousandth of 4,000 is 4.

0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
1	2	3	4	5	6	7	8	9
10	20	30	40	50	60	70	80	90
100	200	300	400	500	600	700	800	900
1000	2000	3000	4000	5000	6000	7000	8000	9000

Line up the digits so that the place value is accurate. Like this...

## Stem Sentences

### Speaking Frame - Comparing Numbers

I am looking at the ... place value column because ...

I know that ☐ is greater than ☐ because ...

☐ must be smaller than ☐ because ...

digit, position, less than, more than, whole number

## Maths Mastery

Think about the number 34 567 800.

Say this number aloud.

Round this number to the nearest million.

What does the digit '8' represent?

What does the digit '7' represent?

Divide this number by 100 and say your answer aloud.

Divide this number by 1000 and say your answer aloud.

Miss Wong, the teacher, has four cards. On each card is a number:

59 996    59 943    60 026    62 312

She gives one card to each pupil. The pupils look at their card and say a clue.

Anna says, 'My number is 60 000 to the nearest 10 thousand.'

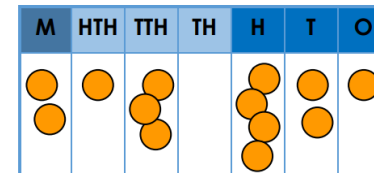
Bashir says, 'My number has exactly 600 hundreds in it.'

Charis says, 'My number is 59900 to the nearest hundred.'

David says, 'My number is 60 000 to the nearest 10.'

Can you work out which card each pupil had? Explain your choices.

## Representing Numbers



The counters on this place value chart show the number 2,130,421. This is written as two million, one hundred and thirty thousand, four hundred and twenty-one



# How we Teach English/reading

- Reading is very important in Year 6; we have a class library and we will have class librarians.
- Each child is given a matched reading book from our class library. This could be different to last year.
- Library day is on a Tuesday, children can choose a library book of their choice.



[illegible]



# How we Teach Spelling

- Spelling is not about spelling tests.
- Spelling is about learning patterns and rules that will equip your child to be confident when faced with new words.
- We do a spelling sessions twice a week.
- Your child should be secure with the year 3-4 words and be working on the statutory year 5/6 words.
- There will be a spelling quiz and Look, say, cover, write, check activity set on purple mash to reinforce spellings.





# How we Teach Maths

- In Year 6 we use Herts for Learning scheme which is highly regarded.
- We follow a progressive sequence of outcomes which build on each other.
- We used concrete, pictorial and abstract resources to help the children.
- Children work with me, Mr Robey and Mrs DiGiulio, in pairs, in groups and independently dependent on the task.
- I often move them around in maths lessons.
- Lessons are broken down into whole class starter activities and main tasks.
- Maths fluency sessions are 2-3 times a week - which include no NEW teaching.




# How can you help your child?

- Reading is KEY! Create a enjoyable environment for your child to read, listen to them read, ask them about what they are reading. Encourage them to update their Boom Reader.
- TIMES TABLES ARE KEY! Does your child have access to TTRS? I can't stress times tables enough; they are integral to the rest of your child's learning in maths this year.
- Install a growth mindset in your child
- Help them to complete homework when needed



# How can you help your child?

Please ensure your child can log into all the websites to support their home learning.




**Name:**




**Email:**

**Password:**




**Username:**

**Password:**



**Username:**

**Password:**



**School Code:** 43126

**Pin code:**  
As a family, we live, love, learn and celebrate with Jesus.



# Home learning Expectations

Homework is uploaded on Tuesday's and due the following Tuesday

- Share the Wednesday Word
- Update BoomReader 5 times a week
- Go on TTRS 3 times a week
- Complete the Google classroom activity
- Complete weekly spelling activity



Extra homework (revision based) in Year 6 will be given later in the year when deemed necessary.





# Home learning Expectations



## The Holy Family School Homework Expectations 2025-26



<b>6</b>	<b>Daily Reading</b> – 20 minutes (Pupils to log on Boom Reader)  <b>Spelling activity – Purple Mash</b>	<b>Purple Mash</b> – activity set by class teacher <b>Times Tables Rock Stars</b> – 20 minutes 3x per week  Additional SATs preparation homework as set by the teacher	Share the weekly Wednesday word Gospel reading with your child.  Use the discussion questions to talk about the Gospel reading.
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# Educational Visits

Autumn 1 – 10.10.25– Aylesford Priory - £20

Spring 1 - The British Schools Museum £20 TBC

Spring KNeX challenge - £1.50

Summer term (15th June to 17th June 2026)

Residential – Grafham Water £320 (Meeting nearer the time)

Other payments:

Bikeability - £25

Swimming (summer term) - £60

TOTAL - £450 (roughly)



# Whatapp chats



## WhatsApp safety guide for parents

internet  
matters.org

**13+**

WhatsApp's  
minimum age  
in the UK

**58%**

Kids aged 3-17  
who use  
WhatsApp

**37%**

Kids under 13  
who use  
WhatsApp



# 5 tips to keep kids safe on **WhatsApp**



**1** [Review privacy settings](#) WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.



**2** [Customise contacts](#) Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.



**3** [Talk about personal information](#) Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.



**4** [Show them where to get support](#) If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.



**5** [Check in regularly](#) Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.





# Online Gaming

## **3 ways to make gaming safer for your child**

1. Talk with your child about gaming. Talk with your child to learn the games they like and the content and features of these. This will help you to understand more about how your child plays games and how appropriate different games are. You can use NSPCC's online safety hub to find out more information on safer gaming.
2. Learn together. Use resources to teach your child about safer gaming at all ages. For primary age children you can use the CEOP resources.
3. Set boundaries and safety settings. Internet Matters provides step-by-step guides for putting safety settings in place for each console or device. Spend time setting these up with your child and make sure they know how to block and report on the games they are playing. You should also talk with your child to create an agreement for gaming; think about how much time they can spend, which games they can access, if you will allow in-app purchases and what spaces they can play in. For primary aged children it is advisable to have them play in shared spaces or in the same room as you.



# How risky is in-game chat?

Gaming is often a social activity for children and talking with friends is part of their enjoyment. However, in-game chat can pose risks such as:

- chatting with people they don't know. This can include adults that are seeking to make contact with children with the intention of sexual grooming.
- inappropriate or unmoderated chat. Whilst a lot of chat is moderated, chat is live and there is a risk of exposure to sexual language, swearing or bullying.
- requests to make chat private. Once chat is moved off a monitored platform, no one is moderating it. This can be used to pressurise children into sharing personal information, photos, video or chat that they don't want to.
- offering gifts or trades. This may be used by offenders to build trust and a relationship with a child, as part of grooming.



# SATs

## KS2 SATs 2026 Dates

### **Monday 11th May 2026**

Spelling, Punctuation and Grammar: Spelling - 20 mins

Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

### **Tuesday 12th May 2026**

Reading - 60 mins

### **Wednesday 13th May 2026**

Maths Paper 1: Arithmetic - 30 mins

Maths Paper 2: Reasoning - 40 mins

### **Thursday 14th May 2025**

Maths Paper 3: Reasoning - 40 mins



Please do not book holidays for this time.  
More details to follow in meeting in March 2026



# Mass and Class Masses

- We will hold a whole school Mass at least once each term, the whole school community are invited.
- There will be a class Mass for each year group across the year, parents and family are invited to attend.
- Year 6 will support with leading whole school masses.



# Communication

**Class page** - Will be updated by me at different points throughout the year (at least once every half term) with photographs, letters and information.

**X (Twitter)** - @holyfamilyWGC

**Facebook** - TheHolyFamilySchoolWGC

**Newsletters & News bulletins**

My email is: [year6@holyfamily.herts.sch.uk](mailto:year6@holyfamily.herts.sch.uk)

Email me whenever you need, these will be checked daily.

# Any Questions?

