



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

Welcome to Year 6

Teacher: Mrs Kelly

Mr Robey, Mrs Palfrey and Mrs DiGiulio



About me...

- ❖ I have been a teacher for 29 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 Monday, we have a whole school Gospel assembly led by Mrs Linnane.
- On a Tuesday, 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



2026-27	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 <u>Encounter</u>
	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.
Building the Kingdom Catholic Social Teaching	 Care for Creation Are we being good stewards of the Earth, or just doing what we like? The world was made by God, so we take care of God's creation.	 Preferential Option for the Poor Why do some people have so much and some people have so little? The 'preferential option' means allowing someone to have the first choice.	 Solidarity and Peace How can we work together as people of peace in our school, community and in our wider world? God calls us to be peacemakers in the world – to stand in solidarity with those in need.	 Community and Participation How can our participation help our school community grow and flourish? 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 Why is going to work and having a job so important and worthy of respect? Work is fundamental to the dignity of a person	 Human Dignity What can we do to make sure everyone is treated as a child of God? 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.



Curriculum Overview



Curriculum Information - Year 6

Autumn Term 1

Wednesday 2nd September - Friday 23rd October

Dear Parents/Carers,

English	We will be starting the school year with a whole-school project based on the wordless picture book Journey by Aaron Becker. Through the story, children will explore themes of adventure, imagination, courage and friendship. They will use the illustrations to inspire poetry, a short narrative and annotated drawings showing their hopes and aspirations for the future. 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. We will then look at the Planetarium, we complete some non-chronological writing based on this book. Our class novel is The Explorer by Katherine Rundell. The story follows four children who survive a plane crash in the Amazon rainforest and must work together to stay alive. It explores themes of adventure, resilience, teamwork, courage and discovery.
Maths	Our maths learning this half term will focus <u>on</u>: e.g. place value, multiplying

Knowledge Organisers

Night of The Gargoyles & The Mysteries of Harris Burdick – Narrative

ENGLISH KNOWLEDGE ORGANISER



ESSENTIAL VOCABULARY/WORD BANK

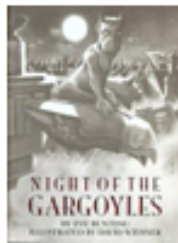
dark	moody	secluded	mischievous
dreary	mysterious	suspenseful	hostile
comical	apprehensive	foreboding	rebellious
gloomy	uneasy	terror	melancholy
sinister		pockmarked	

Audience and purpose

To entertain the reader (KS2 children).

Final Outcome

A short story inspired by other mystery and suspense short stories.



LANGUAGE CHOICES TO ACHIEVE MY INTENDED EFFECT

Sounds and other senses

Figurative language (similes and metaphors)

Relative clause

Zoom in and out

Dialogue

Descriptive devices (expanded noun phrases, precise verbs and nouns)

Paragraphs for a change in time or mood

Varied sentences

SOME EXAMPLES

"Awk!"
Their screams echoed through the streets.

With that, the darkness arrived.
Their unblinking eyes were as empty as the streets below.

The gloomy rooftops, where the Gargoyles slept, came alive at night.
The light from the man's match flickered in the darkness.

"Ha! You're seeing things..." he scoffed.
The Gargoyles were squatting high on corners, staring into space.

A watchman hurried by and checked the sky for thunder. Shadows passed by. Again. And again. As he looked up, that's when he saw them. The winged creatures flew overhead.



Year 6 Place Value MATHS KNOWLEDGE ORGANISER

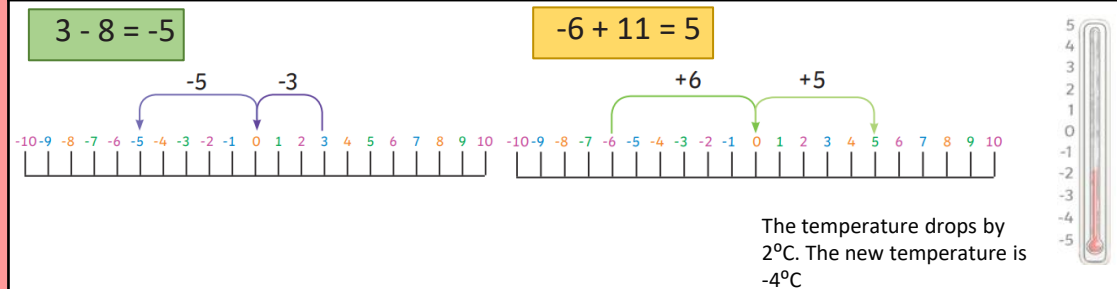
ESSENTIAL VOCABULARY

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

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

Negative Numbers



LINKS TO PREVIOUS LEARNING

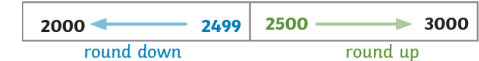
Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.

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.

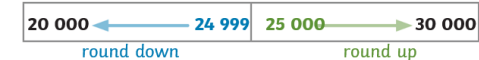
Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.

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.'

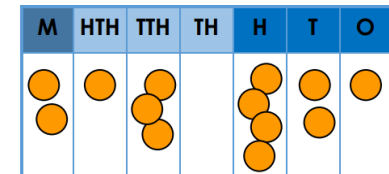
Bashir says, 'My number has exactly 600 hundreds in it.'

Charis says, 'My number is 59 900 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 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.

ESSENTIAL Writing

For English, we follow the Herts for Learning scheme which is focused around high-quality key texts that the children follow for a number of weeks. Throughout this key text, they will produce a range of pieces of work with different purposes.

<u>English</u> <u>ESSENTIAL</u> <u>Writing</u>	Whole school writing project (2 weeks) Essential Writing <i>Narrative</i>   Writing Outcome: Descriptive Scene 10 - 15 steps	Essential Writing <i>Non-Chronological Report</i>   Writing outcome: Non-Chronological Report 15 steps	Essential Writing <i>Narrative</i>  Writing Outcome: Narrative 10 steps	Essential Writing <i>Persuasive Speeches</i>  Writing Outcome: Persuasive Speech 15 steps	Essential Writing <i>Non-Chronological Report</i>  Writing Outcome: Non-Chronological Report 15 steps	Essential Writing <i>Dialogue</i> Texts provided by HFL Writing Outcome: Scene with Dialogue 10 steps	Essential Writing <i>Balanced Argument</i> Texts provided by HFL Writing Outcome: Balanced Argument 5 steps	Essential Writing <i>Narrative</i>  Writing Outcome: Narrative (fairy tale) 15 steps	Essential Writing <i>Biography</i>  Writing Outcome: Biography 10 steps	Essential Writing <i>Advocacy Campaign</i>  Writing Outcome: Advocacy Campaign 15 steps	Essential Writing <i>Narrative</i>  Writing Outcome: Narrative 10 steps	Essential Writing <i>Advocacy Poetry</i>  Writing Outcome: Advocacy Poetry (ballads) 5 steps	Essential Writing <i>Blogs</i> Texts provided by HFL Writing Outcome: Blogs 10 steps	Essential Writing <i>Narrative Poetry Unit</i>  Writing Outcome: Free verse narrative poems 15 steps
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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 three times 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 shed homework sent home weekly 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 Palfrey, 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 an enjoyable environment for your child to read, listen to them read, ask them about what they are reading. Encourage them to update their reading record.
- 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.



Email:
Password:



Username:
Password:



EdShed.com

Name:
School: Holy Family RC primary school AL7 1PG
School ID: #227928
Username:
Password:



Username:
Password:

As a family, we live, love, learn and celebrate with Jesus.



Home learning Expectations

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

- Share the Wednesday Word
- Update reading records – parents to sign
- Go on TTRS 3 times a week
- Complete the Google classroom activity
- Complete weekly spelling homework (paper based)



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





Home learning Expectations

6	Daily Reading – 20 minutes (Pupils record in reading record, parents sign) Spelling activity – Spelling Shed Grammar activity set on Purple Mash	Purple Mash or HFL homework sheet – activity set by class teacher Times Tables Rock Stars – 20 minutes 3x per week Additional SATs preparation homework as set by the teacher	Share the weekly Wednesday word Gospel reading with your child – link on class website page. Use the discussion questions to talk about the Gospel reading.	Extra optional: Topic related to support in class work All homework to be set by class teacher on Google Classroom	Thursday
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Secondary School Transfer

Certificate of Catholic Practice

- Fr. Norbert will soon advertise in the parish newsletter the process for the Certificate of Catholic Practice.
- He reminds parents and children that this requires them to attend Mass every Saturday/Sunday.



Educational Visits

Autumn 1 – 16.10.26– Aylesford Priory - £20

Spring 1 - The British Schools Museum £20 TBC

Spring KNeX challenge - £1.50

Summer term (16th June to 18th June 2027)

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

Date	Activity
Monday 10 May 2027	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 11 May 2027	English reading
Wednesday 12 May 2027	Mathematics Papers 1 and 2
Thursday 13 May 2027	Mathematics Paper 3

Please do not book holidays for this time.
More details to follow in meeting in
February/March 2027



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.
- Our first mass for the new school year will be on Wednesday 23rd September at 2pm.



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.

Facebook - TheHolyFamilySchoolWGC

Newsletters & News bulletins

My email is: year6@holyfamily.herts.sch.uk

Email me whenever you need, these will be checked daily before school and after school until 5.30pm.



Any Questions?