



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

Welcome to Year 6

Teacher: Mrs Kelly

Mrs Jewell and Mr Robey



About me...

- I have been a teacher for 27 years and have taught all primary year groups.
- I am married and have two children.
- I am responsible for RE, RSE/PHSE, KS2 phase leader.
- I love teaching and working with children, every day is different, and every child brings joy and happiness.



Year 6 is important because...

- Your children are the oldest in the school and grow in independence throughout the year. They are role models.
- Year 6 enables them to get ready for secondary school and it also encourages them to learn about themselves as people
- Year 6 gives your children a lot of responsibility and important roles
- The production/residential are always highlights!



Behaviour

As parents you have made a positive choice in sending your child to The Holy Family School. Our commitment is to promote excellent behaviour and behaviour for learning. For this to happen we ask that you are involved in your child's school life and are supportive of our school ethos and behaviour policy . Our behaviour policy is an inclusive and restorative policy. We listen to our children and in cases of poor behaviour allow them to find ways to rectify this.

Our behaviour policy can be found on our school website.

Our Home School Agreement can be found on our school website

Please ensure you read this document carefully. By choosing to send your child to our school you are agreeing to uphold the commitments in this agreement.



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
- 9-10am= Maths
- 10-10:30= Guided Reading, Spelling, DEAR, Daily mile, Assembly
- 10:30-10:45 = Break
- 10:45-11= Maths fluency
- 11-12= English
- 12-12:25= Guided Reading, Spelling, DEAR, Daily mile
- 12:25-1:15= Lunch
- 1:15-1:25= Meditation
- 1:25-2:30= Afternoon lesson 1
- 2:30-3:10= 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 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



2024-25	Autumn		Spring		Summer	
<p>RE Come and See</p>	<p>Topic 1 – Loving Do you have to earn love? Prior learning: ourselves as made in the image and likeness of God. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The love and care of people – Explore God’s love is unconditional and never ending – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Whatever the experience, family still remains the first place for growth and</p>	<p>World View Islam – Guidance for Muslims Life and Dignity of the Human Person Family, Community and Participation Rights and Responsibilities</p> <p>Topic 3 – Expectations Should we have expectations in life? Prior learning: Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the Promised One, at Christmas and at the end of time This Topic: learning outcomes Know and understand:</p>	<p>Topic 4 – Sources Are books enriching? Prior learning: dioceses continue the work and mission of Jesus, including ecumenism This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> A wide variety of books and the purpose for which they were written – Explore The Bible as the story of God’s love, told by the People of God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Option for the Poor and</p>	<p>World View Judaism – Rosh Hashanah, Yom Kippur Life and Dignity of the Human Person Family, Community and Participation Rights and Responsibilities</p> <p>Topic 6 - Death & new life Can any good come out of loss and death? Prior learning: Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus. Know and understand:</p> <ul style="list-style-type: none"> Loss and death bring about 	<p>Topic 7 – Witnesses What do I want to witness to in my life? Prior learning: Pentecost is the celebration of the Spirit’s transforming power. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The courage to be a witness – Explore Pentecost: The Holy Spirit enables people to witness to the Easter message – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Care for God’s Creation</p>	<p>World View Hinduism – Karma Life and Dignity of the Human Person Family, Community and Participation Rights and Responsibilities</p> <p>Topic 9 - Common Good How can we work together to build a just and fair world? Prior learning: the Church is called to stewardship of creation. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Justice for the good of all – Explore The work which Christians do



Curriculum Overview



Curriculum Information - Year 6

Autumn Term 1 – Tuesday 3rd September - Friday 25th October

Dear Parents/Carers,

English	We will be starting the school year with a whole school project based on the book: Hermelin by Mini Grey. 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. Our Class novel is October, October
Maths	Our maths learning this half term will focus <u>on</u> : e.g. place value, multiplying and dividing by 10/100/1000, choosing effective mental calculation strategies, problem solving with the 4 operations and application of factors, multiples and prime numbers, formal method for multiplication, area of parallelograms and triangles, formal written method for short division.
Science	Our science topic this half term is: Living things: Classifying Big and Small. Children broaden their knowledge of how vertebrates, invertebrates, plants



Knowledge Organisers

Hermelin - Diary entries

ENGLISH KNOWLEDGE ORGANISER



ESSENTIAL VOCABULARY/WORD BANK

detective	A person whose job is to investigate and solve crimes.
typewriter	A machine with keys that types numbers or letters one at a time.
pest	An annoying person or thing, or a destructive animal.
hurl	To throw with force.
suspects	A person thought to be guilty of a crime.
mysteries	Things that are difficult/impossible to explain.
clues	A piece of evidence used to detect a crime.
reward	A thing given in recognition for service or effort.

Does your diary entry include...

- the date and/or time that the entry was written?
- writing in the first person?
- writing in past tense for main events?
- events written in chronological order?
- personal emotions and feelings?
- paragraphs (including an introduction and conclusion) to organise your writing?
- an informal style of writing?
- time conjunctions and adverbials?

Final Outcome

Write a diary entry, including key phrases chosen to set mood.

Grammar, Punctuation or Language Features

noun	name of people, places and things	mouse, attic, letter
adjective	used to describe a noun	beautiful mouse
prefix	added to the beginning of a word to create a new word	kind - unkind happy - unhappy
simple sentence	a group of words that use a verb	<u>Hermelin</u> wrote letters. The attic was full of books.
conjunctions	words used to join sentences together	and, but, or, because, so
plurals	words to show there is more than one (adding 's' or 'es')	book - books box - boxes
adverbials of time	sentence starters to show the passing of time	One Monday morning, The next day,
compound word	two or more words are joined to make a new word	note + book = notebook hand + bag = handbag

Introductions

- At last, I have been able to...
- Dear diary...
- It's been a while since I last wrote in here.
- I'm not sure where to begin.
- Today, I received the best news.
- What a brilliant day it has been!
- You will never believe what has happened!

Key Features

- the date and/or time that the diary was written
 - first person
 - past tense
 - chronological order
- personal emotions and feelings
 - introduction
 - conclusion
 - informal style
- time conjunctions and adverbials





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

$3 - 8 = -5$

$-6 + 11 = 5$

The temperature drops by 2°C . The new temperature is -4°C

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





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.'

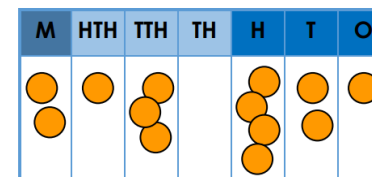
Bashir says, 'My number has exactly 600 hundreds in it.'

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.



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.

<p>English ESSENTIAL Writing</p>	<p>Whole school writing project (2 weeks)</p> <p>Essential Writing</p> <p><i>Narrative</i></p>   <p>Writing Outcome: Descriptive Scene</p>	<p>Essential Writing</p> <p><i>Non-Chronological Report</i></p>   <p>Writing outcome: Non-Chronological Report</p> <p>15 steps</p>	<p>Essential Writing</p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative</p> <p>10 steps</p>	<p>Essential Writing</p> <p><i>Persuasive Speeches</i></p>  <p>Writing Outcome: Persuasive Speech</p> <p>15 steps</p>	<p>Essential Writing</p> <p><i>Non-Chronological Report</i></p>  <p>Writing Outcome: Non-Chronological Report</p> <p>15 steps</p>	<p>Essential Writing</p> <p><i>Dialogue</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Scene with Dialogue</p> <p>10 steps</p>	<p>Essential Writing</p> <p><i>Balanced Argument</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Balanced Argument</p> <p>5 steps</p>	<p>Essential Writing</p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative (fairy tale)</p> <p>15 steps</p>	<p>Essential Writing</p> <p><i>Biography</i></p>  <p>Writing Outcome: Biography</p> <p>10 steps</p>	<p>Essential Writing</p> <p><i>Advocacy Campaign</i></p>   <p>Writing Outcome: Advocacy Campaign</p> <p>15 steps</p>	<p>Essential Writing</p> <p><i>Narrative</i></p>  <p>Writing Outcome: Narrative</p> <p>10 steps</p>	<p>Essential Writing</p> <p><i>Advocacy Poetry</i></p>  <p>Writing Outcome: Advocacy Poetry (ballads)</p> <p>5 steps</p>	<p>Essential Writing</p> <p><i>Blogs</i></p> <p>Texts provided by HFL</p> <p>Writing Outcome: Blogs</p> <p>10 steps</p>	<p>Essential Writing</p> <p><i>Narrative</i></p>   <p>Writing Outcome: Narrative</p> <p>15 steps</p>
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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 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 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, Mrs Jewell and Mr Robey, 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 nice 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 2024-25



6	Daily Reading – 20 minutes (Pupils to log on Boom Reader) Spelling activity – Purple Mash	Purple Mash – 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. Use the discussion questions to talk about the Gospel reading.
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Educational Visits

Autumn 1 – 4.10.24– Aylesford Priory - £20

Spring 1 - The British Schools Museum £20 TBC

Spring KNeX challenge - £1.50

Summer term (16th June to 18th June 2025)

Residential – Grafham Water £313.70 (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	Exam
Monday 12 May 2025	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)

Please do not book holidays for this time.
More details to follow in meeting in March 2025



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

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

Any Questions?

