



St. Catherine's
RC Primary School

Key Information For Year 5

September 2026

Be who God wants you to be and so set the world on fire

0161 445 6359

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Welcome to Year 5!



This presentation will provide key information regarding your child's new year group. We hope you will find this useful and please know that we are here to answer any questions you may have too.

'Be who God wants you to be and so set the world on fire' – Saint Catherine of Siena



Meet The Team



Teachers:

Mrs Devine: Class 11

Mrs Connelly: Class 12

Teaching Assistants working within our year group: Miss Garry, Mrs Shelton and Mrs Santos

Note: teaching assistants may be working within other year groups too, as well as with specific individual/groups of pupils.

We are always happy to answer any questions you may have.

If you wish to speak to your child's class teacher, please contact the office on 0161 445 6359 or admin@st-catherines.manchester.sch.uk

Expectations

We have high expectations and aspirations for all of our children and expect them to show our school's core values throughout the school day, as well as outside of school.

We expect our children to arrive at school on time with a positive attitude to learning, trying their best in all aspects of their work. We aim to inspire them to 'set the world on fire' by being who God wants them to be.



Our Core Values

These core values have been drawn up by our Chaplaincy Team in consultation with the whole school community. We want all our children to demonstrate:

Love

Faith

Respect

Perseverance

Compassion

Inspiration



Rights Respecting School



In Rights Respecting Schools, children's rights are promoted and realised, adults and children work towards this goal together.

Being a Rights Respecting school develops the 'whole self' of each child and underpins everything else we do in school.



Duty bearers are the adults and staff responsible for upholding the 42 articles of the United Nations Convention on the Rights of a Child, (UNCRC) which are a set of rights for children.

These duty bearers have an obligation to ensure these rights are respected and promoted, embedding them into the school's ethos, policies, and everyday practices.

You may have seen some of the articles on display in and around school!

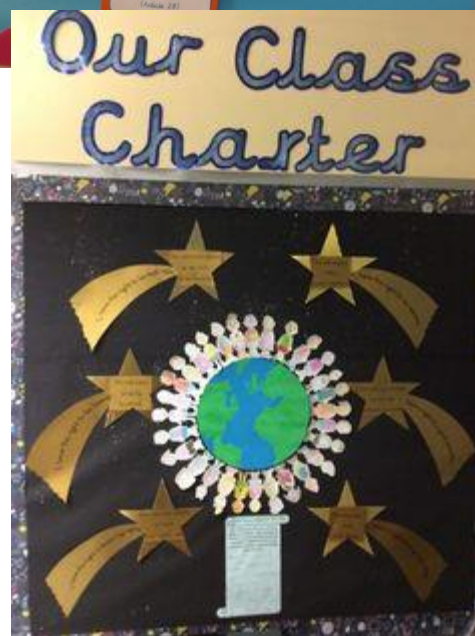


Class Charters



Every class has a Class Charter.

This is a class agreement, where certain articles have been chosen by children as guidelines towards expectations for the year – a copy is in front of you and is worth reading.



Our Curriculum

Long Term Curriculum Map, Year Group: 5

Subject	AUTUMN		SPRING		SUMMER	
Core Value	Respect	Love	Perseverance	Faith	Compassion	Inspiration
Theme Days/Weeks	Rights Respecting Week International Day Black History Month Remembrance Day Core Values: Respect and Love Advent		STEM Day (Science, Technology, Engineering, Maths) Core Values: Perseverance and Faith Children's Mental Health Day Safer Internet Day Storytelling Week & World Book Day Holy Week		Core Values: Compassion and Inspiration Pentecost Party Healthy Schools Week Sports Day	
Religion	Creation and Covenant Multi-Faith week	Prophecy and Promise	From Galilee to Jerusalem	From Desert to Garden	To the Ends of the Earth Multi-Faith Week	
Reading	<i>Odd and the Frost Giants</i> By Neil Gaiman	<i>Cosmic</i> by Frank Cottrell-Boyce Poetry: <i>Still I Rise</i> , by Maya Angelou	<i>Street Child</i> by Berlie Doherty	<i>The Lottie Project</i> by Jacqueline Wilson	Non-Fiction Environmental focus Poetry: Environmental focus	<i>Journey to the River Sea</i> By Eva Ibbotson
Writing	<i>The Selfish Giant</i> by Oscar Wilde Fundamentals of writing composition <i>The Lost Happy Endings</i> by Carol-Ann Duffy Outcome - Fiction: traditional tale	<i>Cosmic</i> Outcome -Non-Chronological Report (Space)	<i>Street Child</i> Outcome - Historical Fiction	<i>The Lottie Project</i> by Jacqueline Wilson Outcome - Diary Entry	<i>Greta and the Giants</i> by Zoe Tucker Outcomes - Persuasive writing (formal and informal).	<i>Journey to the River Sea</i> by Eva Ibbotson Outcome- Informal letter

Our Curriculum

Subject	AUTUMN		SPRING		SUMMER
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions		Multiplication and Division Fractions Decimals and Percentages Perimeter and Area Measurement- Converting Units		Properties of Shape Position and Direction Statistics Number: Negative numbers
Science	Materials: Mixtures and Separation	Forces, Earth and Space	Forces and Space: Unbalanced Forces	Materials: Properties and changes	Living Things: Life Cycles and Reproduction in plants and animals
History and Geography	Geography: Destination São Paulo - Big Question: What do places have in common?	History: 'Divorced, Beheaded, Died...' (The Tudors) Big Question: Who was the Tudor Tyrant?	History: 'The Hive of Industry' (The Victorians) Big Question: How did the Victorian period impact Manchester?		Geography Local study: Cheshire Big Question: Why is Cheshire salty? <i>Fieldwork: Observational study of River Mersey Leading to the sea (Cheshire Salt traded globally through the Port of Liverpool)</i>
PHSE and RHE	Created and Loved by God "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23) Me, My Body, My Health Growing and Changing: statutory RSE curriculum (puberty education)	Created and Loved by God "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23) Emotional wellbeing	Created to Love Others "Be completely humble and gentle; be patient, bearing with one another in love." (1 Corinthians 16:14) Personal Relationships	Created to Love Others "Be completely humble and gentle; be patient, bearing with one another in love." (1 Corinthians 16:14) Keeping safe Cyberbullying	Created to live in the community "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23) Protecting the environment Compassion towards others

Our Curriculum

Subject	AUTUMN		SPRING		SUMMER	
PE (indoor)	Fitness	Gymnastics	Gymnastics	Yoga	Dance	Dance
PE (outdoor)	Basic skills / ball skills Handball CPD	<u>CPD</u> : Invasion Games Tag Rugby	<u>CPD</u> : Invasion Games Basketball	Net/wall tennis	<u>CPD</u> : Striking and fielding - cricket	<u>CPD</u> : Athletics
Music	Guitar Course <u>Charanga</u>	Guitar Course <u>Charanga</u>	Classroom Jazz- using Glockenspiels and Percussion	Classroom Jazz- using Glockenspiels and Percussion	Creative Apps- Introduction to Percussion Writer, <u>Quickbeats</u> and Rhythm Grids	Creative Apps- Introduction to Music Notepad and <u>Yustudio</u>
Computing	Create 'Search' Databases	3D Modelling (CPD)	Variables	The internet	Stop-motion animation	Coding with <u>microbits</u> (Barlow)
MFL	Parts of the body Describing people's faces Letter to penfriends Google meets	Design a monster More description words Christmas in Spain	Food and drink Make menus	Spanish café Prepare for Spanish exchange Vocabulary books Easter in Spain	School subjects Class survey	Countries Nationalities
Art	Drawing - Focus Artist L.S. Lowry		Painting - Focus Artist David Hockney		Clay Sculpture - Focus Artist Jill <u>Townsley</u>	
Design Technology	Textiles - Combining different Fabric Shapes		Structures - Frame Structures		Mechanical systems - Pulleys and levers	

Year 5 Topics

At St. Catherine's, our Geography and History lessons combine sticky knowledge and conceptual understanding together into specific topics to help to make learning as purposeful and enjoyable as possible.

In Year 5, our topics are:

- Comparing São Paulo to Manchester
- Victorian History (with a focus on The Industrial Revolution)
- For our Local Geography Study, we look at the topography of Cheshire and its salt industry

For each unit of learning, we start with a 'launch activity'. This is a fun and exciting way to engage children in their new learning. You may sometimes receive emails about this as it may involve dressing up, food tasting, school trips, visits, etc.

School Uniform

- Burgundy jumpers and cardigans with school logo on
- White shirt or polo shirt
- Black school shoes (not trainers) to be worn
- No jewellery, including earrings
- Juniors can wear shirt and tie (optional)
- Shoulder-length hair and longer must be tied up
- Plain accessories
- P.E. kits should be worn on P.E. days (see next slide)

It is important that the correct uniform, including school shoes, is worn to school each day.

****Please label all items of clothing and all belongings****

Uniform is available from MCS Stores or Goodies Online, via the school website. If you are struggling to afford school uniform, please speak to a member of our admin team or a senior leader to see how we can help.

School Uniform

P.E. Kit:

- White plain t-shirt (t-shirt with school logo available), burgundy shorts, school jumper/cardigan, trainers
- Please ensure all items of clothing are labelled.
- In colder weather, children can wear **PLAIN** black/navy jogging bottoms/leggings with their school jumper or cardigan instead of burgundy shorts.
- **No other items should be worn as part of the school P.E. kit**

P.E. will take place twice a week, usually with one indoor and one outdoor session.

Please note that trainers should only be worn on P.E. days; school shoes should be worn on all other days.

P.E. days generally change every half-term and you will be informed of changes via the Parent Weekly Update.

Year 5 P.E. days this half-term: Monday and Wednesday

Children must wear their school P.E. kit into school on these days

Drop-Off and Pick-Up

We ask that children say goodbye to their parents and then walk into their classrooms independently. Children must be **in class** by 8.45am.

If your child arrives to school after this time, you must take them to the school office so that they can be registered.

Children should be picked up from the playground at 3.15pm.

Punctuality is very important and learning starts straight away so please ensure your child arrives to school on time.

Drop-off time: 8.35-8.45am

Pick-up time: 3.15pm

Healthy Schools

- Water bottles should be brought into class each morning (plain, unflavoured water in a reusable water bottle) and taken home at the end of each day
- Healthy snacks: must be fruit or vegetables or breadsticks (not fruit bars, fruit winders, cereal bars etc)
- In Early Years and KS1, a healthy snack is provided for all children
- We encourage children to eat healthy lunches
- Birthdays – we ask that you please do not send children in with sweets/cakes etc (we will not be able to give them out to children if you do). A class game or book would be greatly appreciated instead if you wish to make a donation.
- We also have healthy school meals provided through Dolce.

Reading in Year 5

Key Stage Reading Guidance

In school, we actively teach **Guided Reading** 2-3 times per week. During these sessions, the class reads a text together, guided by the teacher. In class, we work on the skills of:

Reading aloud (phonics, projection, etc.)

Prediction

Vocabulary and the author's choice of language

Retrieving information from the text

Inferring information from the text

Considering the structure of the text

Making comparisons within the text

Summarising the text

We also study the authors' use of punctuation to echo our work in our Writing lessons.

In addition, your child will read their banded book or library book. We encourage the children to read a mix of fiction and non-fiction.

‘Reading and writing cannot be separated. Reading is breathing in; writing is breathing out.’

Reading & Phonics

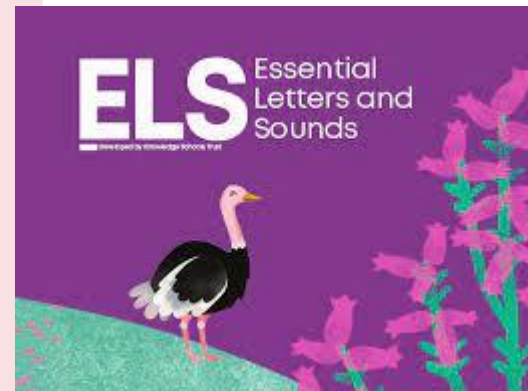
Our school phonics scheme is called Essential Letters & Sounds.

Getting all children to read well, **quickly**

Essential Letters and Sounds is specifically taught in Nursery, Reception and Year 1, however, some children continue to receive phonics interventions after this time to ensure a secure basis for reading fluently and accurately. Year 2 follow the ELS Spelling programme and as of this year, Years 3-6 follow Essential Spelling & Word Knowledge, both of which have been designed to support learning as a next step after children have completed their phonics learning.

Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, **validated by the Department for Education**. By distilling Letters and Sounds to its purest form, – its essence – we ensure every phonics lesson is taught to the highest standard. Essential Letters and Sounds is an SSP where only the **essential elements** are included. The name reflects the key principles of the programme; **simplicity and consistency**.

Keep Up rather than Catch Up



Home Reading

Reading at home is vitally important.

Your child should read at least five times a week at home to an adult.

During this time, please question them on what they have read.

Children are to change their books roughly weekly, however this depends on the length of the book.

Their reading records will be checked by an adult to ensure that they have completed the above.

‘I do believe something very magical can happen when you read a book.’

Spellings in Year 3/4/5/6

Essential

Spelling and Word Knowledge

Essential Spelling and Word Knowledge: a **new** spelling programme that enables pupils to understand the patterns in the English language using a combination of morphology, etymology and application of phonological rules.

It picks up where ELS phonics leaves off and builds upon the skills and knowledge the children have already developed.

Essential Spelling and Word Knowledge is delivered three times per week for 20 minutes, which sessions including explicit teaching, followed by practice or dictated writing. Its structure means that children build on the routines and learning strategies already embedded and in addition builds on their phonics code, reinforcing how to apply that knowledge to spelling.

Assessments are built into the programme, so there will no longer have separate spellings 'tests' each week. These assessments review and reinforce earlier teaching, helping build confidence in applying phonics to spelling.

Year 5 / Primary 6 Autumn Term Assessment

Adding morphemes with no rules to apply	Dropping the letter e when adding a suffix starting with a vowel	Adding the -ly suffix	Adding the -s suffix for plural or 3rd person present tense	Adding the -ous suffix
fruity equipment temperature thoughtful toughest sincerely symbolic secretary necessary	interfered dividing individual interference sincerest muscled spacious interfering	individually thoughtfully sincerely successfully secretly muscly symmetrically symbolically	families secretaries interferes instructions processes systems muscles successes interrupts	marvellous ambitious cautious nutritious disastrous infectious malicious spacious

Year 5 / Primary 6 Spring Term Assessment

Adding morphemes with no rules to apply	Dropping the letter e when adding a suffix starting with a vowel	Adding the -ion suffix	Adding the -s suffix for plural or 3rd person present tense	To build an assessment of 20 words for this term, select 2 words for children to write out both the word sum and final word, and 3 words for them to write just the final word. This will give the usual total of 20 words.
desperate recognise importantly supporting respectful disrespect frequently development finishing definite identical	finalising pronounced recognisable opportunity spectator co-operated co-ordinating re-evaluated queued	definition desperation profession pronunciation recognition transportation inspection co-ordination identification question	finishes professes programmes opportunities inspectors queues develops reporters professionals identities identifies	

Year 5 / Primary 6 Summer Term Assessment

Adding morphemes with no rules to apply	Dropping the letter e when adding a suffix starting with a vowel	Adding the -ly suffix	Adding the -s suffix for plural or 3rd person present tense	Adding the -ion suffix
correspond inconvenient unconscious accompany committee recommend digested restaurant recorder existence harassment explaining	communicated competing gesturing storage exciting exaggerated restoring	consciously controversially accordingly excellently embarrassingly inconveniently cordially	communities companies accompanies commits competes miscommunicates contradicts harass embarrasses	communication companion competition accommodation suggestion contradiction explanation exaggeration restoration indigestion

Times-tables: the bedrock of Year 5 Mathematics

- Times-tables continue to be of absolute and foundational importance to your child's progress in Maths.
- In the upper key stage (years 5 and 6), times-tables fluency allows the children to complete initial steps in calculations of multiplication, division and fractions.
- School subscribes to TT Rockstars to support children to retain their fluency (targeting a response within seconds).
- 5 minutes daily use of TT Rockstars will make your child more confident and quicker with their Maths. This paves the way for their progress.
- In school, the Year 5 teachers monitor your child's use of TT Rockstars. We run competitions between classes and can award core value points to your child for regular use.
- As a child's speed improves to set milestones, they progress to the next 'rock' status and can be awarded certificates and badges.
- *Please speak to your child's class teacher if you can not access TT Rockstars online at home for any reason.*



30 days All Time Custom	
★ STATS BOLT-ON ★	
ⓘ Average Time Played Each Day	Days played
7m 10s	📅 14
4m 1s	📅 32
7m 9s	📅 5
5m 55s	📅 241
10m 19s	📅 33
4m 49s	📅 10
11m 42s	📅 87

Homework

St. Catherine's Homework Progression and Information - 2026-2027

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Home Reading	After Christmas, children can choose a storybook to read at home with an adult to promote reading for pleasure.	Five times a week (at least 10 minutes per time) It is also important that children read for pleasure; this may include a library book from school or other reading. You may also enjoy a bedtime story or read often to your children. Listening to an adult read is just as valuable to your child as them reading to you.						
Homework	No homework		One piece a week (based on curriculum learning) - <i>from January</i>	One piece a week (based on curriculum learning)	One piece a week (based on curriculum learning)	One piece a week (based on curriculum learning)	Two pieces a week sent home once a week (based on curriculum learning)	Two pieces a week sent home once a week (based on curriculum learning) Plus, a 'five in five' reading challenge
Homework given out			Wednesday	Friday	Friday	Friday	Friday	Friday
Homework collected in			Monday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday
Spellings			Phonics task (from November) <i>Half-termly overview of phonics sounds taught will be sent to parents too for further practice and consolidation at home.</i>	Half-termly spelling overviews are sent out to parents to show spelling patterns being learnt in school. We ask that children then practise these spelling rules further at home to consolidate their knowledge.				
Times Tables			n/a	n/a	Times Tables Rockstars	Times Tables Rockstars	Times Tables Rockstars	Times Tables Rockstars

Format of homework: All classes will be given paper copies of homework, either in a homework folder or homework book depending on year group.

KS2 Music homework: our Music teacher will set a music challenge for children in Years 3-6 once per year to consolidate and extend their musical learning in school.

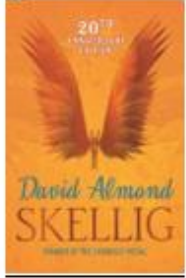
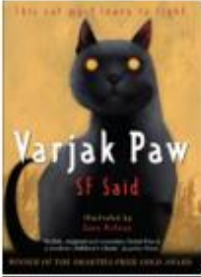
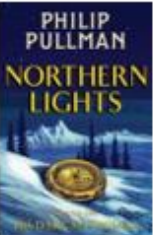
100 Books to Read Before You Leave St Catherine's

This year, our librarians will be launching an exciting new reading challenge: 100 Books to Read Before You Leave St Catherine's!

The challenge is designed to encourage children to discover a wide range of fantastic books, authors and genres throughout their time at St Catherine's, helping them to develop a lifelong love of reading. Our librarians will be launching the challenge later this half term, so more information about how it will work and the exciting rewards available will follow soon!

For now, these are the key books we would love children to enjoy reading in Year 1. They have been carefully selected to provide a range of stories, characters and experiences for children to explore.

Year 5

<u>Percy Jackson and the Lightning Thief – Rick Riordan</u> 	<u>Skellig – David Almond</u> 	<u>Goodnight Mister Tom – Michelle Magorian</u> 	<u>Varjak Paw – SF Said</u> 	<u>My Name is Sunshine Simpson – G.M. Linton</u> 
<u>Northern Lights – Phillip Pullman</u> 	<u>The Crossover – Kwame Alexander</u> 	<u>The Hunger Games – Suzanne Collins</u> 	<u>Cogheart – Peter Bunzl</u> 	<u>The Invention of Hugo Cabret – Brian Selznick</u> 
<u>Once – Morris Gleitzman</u> 	<u>The Boy Who Harnessed the Wind – William Kamkwamba & Bryan Mealer</u> 	<u>Diary of a Wimpy Kid The Last Straw – Jeff Kinney</u> 	<u>The Midnight Fox – Betsy Byars</u> 	<u>Carrie's War – Nina Bowden</u> 

Rewards and Sanctions

Core value points:

Children can earn 5 or 10 core value points and can also be placed 'on the shining light' for wonderful learning, behaviour, attitude, showing of core values, etc (this is also equivalent to 15 core value points).

Core Value Point group totals are celebrated each week and term in school.

Negative behaviour can result in moving down the candle until the child has reflected and improved their behaviour. If a more serious incident takes place, this may be recorded as a 'red card event' and parents/carers will be informed.

Children who have moved down the candle several times over a period of time, or have received more serious sanctions, will be supported to reflect more closely on their behaviour and how they can make changes moving forward. Behaviour plans will also be used to support children in improving their behaviour where we have seen frequent instances of behaviour that does not meet our school standards.

How we assess your child

- Assessment is an ongoing part of teaching and learning.
- Teacher assessment takes place throughout the year. Teachers use children's day-to-day learning, work and responses to assess their progress towards meeting age-related expectations.
- In most year groups, children also complete formal assessments three times a year. These provide additional information to support teachers' professional judgements.
- At the end of each term, teachers make a summative assessment judgement about whether each child is working towards, at, or above age-related expectations (known as working at a 'greater depth').
- Assessment is not just about test scores. Teachers build a picture of each child using a range of evidence from across their learning.
- Every child is unique and children learn and progress at different rates. We have high expectations for every child, while recognising their individual starting points, strengths and needs.

How we use and share assessment information

- Assessment helps us decide what your child needs next.
- Assessment information is reviewed and analysed by teachers, Phase Leaders and Senior Leaders throughout the year.
- We use this information to identify strengths, gaps in learning and next steps for individual children and groups.
- It helps us plan targeted interventions, additional adult support and teaching priorities to ensure children receive the support they need.
- **New for this year:** assessment information will be shared with parents termly through Insight (our assessment recording system).
- This will include relevant assessment/test scores, alongside information about whether your child is achieving age-related expectations.
- **Our aim is to know every child well, provide the right support and challenge, and help every child make strong progress and fulfil their individual potential.**

Attendance and Punctuality

Going to school regularly is important to your child's future. You are legally responsible for making sure they attend every day.

Holidays during school time are not permitted.

The Local Authority are likely to take statutory action regarding any unauthorised absences, including for term-time holidays.

Children who miss school frequently can fall behind.

Children who miss school frequently can have difficulties with friendship groups.

When a child misses 10 days from school, they have missed out on 5% of their education that school year. Our attendance target is 97%.

We do our absolute best to provide your children with a fantastic education and an enjoyable time in school but we can only do this if your child is present.

Attendance and Punctuality

We report attendance termly to parents via our Insight system.

97-100%	Good attendance
95-96.9%	Room for improvement
90.1-94.9%	Risk of persistent absence
90% or lower	Persistently absent

Even a seemingly high percentage of attendance can result in missing a great deal of learning over time.

Attendance %	Impact over 1 school year	Impact over 5 school years
100%	0 days missed	0 days missed
96%	8 days missed	$\frac{1}{4}$ year learning lost
90%	19 days missed	$\frac{1}{2}$ year learning lost
85%	28 days missed	$\frac{3}{4}$ year learning lost
80%	38 days missed	1 year learning lost
75%	47 days missed	1 $\frac{1}{4}$ years learning lost

Year 5 Enrichment Activities

We have already booked a couple of activities for the children this year: **BikeAbility** (September) and **Quarry Bank Mill** (March). The school office will have sought consent for off-site activities. We also expect to plan an excursion to **Liverpool** in the summer term to help support our learning of goods traded via our local waterways. We will also inform of you of trips and associated costs at least two weeks prior.

Year 5 Spanish Exchange Programme

The Spanish Exchange is due to run this academic year. An information evening regarding this is due to take place in school on Wednesday 17th September.

Medical and Health Information

It is important we are kept up to date with any medical information relating to your child.

Asthma

- Your child will need an up-to-date asthma plan for this academic year.
- Please email your child's asthma plan to the school office as soon as possible.
- Please ensure school is informed of any changes to your child's asthma or medication.



Medical and Health Information

Allergies

Please do not send any nut-based items into school under any circumstances (this includes Nutella and similar nut products). We have children in school with severe and potentially life-threatening allergies.

In line with the recent changes to allergy requirements and the introduction of Benedict's Law, we have strengthened our approach to allergy management. This includes:

- drafting an updated school allergy policy;
- allergy and anaphylaxis training for staff;
- clear procedures for preventing and responding to allergic reactions;
- ensuring staff are aware of children with known allergies and the support they require;
- and appropriate emergency arrangements and access to medication.

Medical and Health Information

Individual Healthcare Plans

Where necessary, we put an Individual Healthcare Plan (IHP) in place for children with more severe or complex health needs, including more severe allergies, working closely with parents and relevant healthcare professionals.

If you believe your child may require an Individual Healthcare Plan because of the severity or complexity of their medical need or allergy, please contact the Headteacher via the school office.

If your child has an allergy, asthma or other health condition that we are not already aware of, please contact the school office as soon as possible.

Special Educational Needs and Disabilities

We have two special educational needs and disabilities coordinators (SENDSCO) in school:

Mrs McCormick (Nursery, Reception and Year 1)

Ms Rosario (Years 2-6)

If you have concerns regarding your child's progress or think they may have a special educational need or disability, please speak to your child's class teacher or alternatively, email the school office to request a call or meeting with one of our SENDCOs.

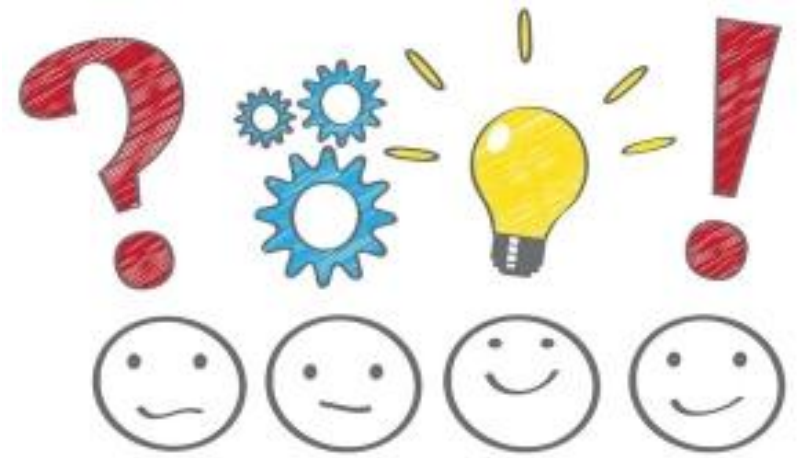
Communication

Each Friday, a 'Parent Weekly Update' is sent out with key school information, including year group information. This is our key method of communication with parents so please do ensure you read it each week. We will send out other emails to parents where required.

If parents and carers need to make contact with class teachers, this should be through emailing the school office: admin@st-catherines.manchester.sch.uk

(parents and carers are not permitted to directly email class teachers or leaders unless specific approval has been given by the Headteacher, which is only in exceptional circumstances)

Any Questions?



We hope that we will have answered many of the questions you may have had but please know we are always here to help. If you have any further questions, please email the school office and a member of staff will endeavour to get back to you as soon as possible.

School office email:
admin@st-catherines.manchester.sch.uk



St. Catherine's
RC Primary School

Thank you

Be who God wants you to be and so set the world on fire

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