



St. Catherine's
RC Primary School

Key Information For Year 6

September 2026

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

0161 445 6359

admin@st-catherines.manchester.sch.uk

www.st-catherines.manchester.sch.uk

www.facebook.com/stcatherinesrcprimary



Welcome to Year Six!



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:

Mr Stock: Class 13

Miss Daly: Class 14

Mrs Glennon – Maths and Writing

Teaching Assistants working within our year group:

Mrs Garry HLTA and PPA cover

Miss Merrick

Miss Overbury

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 Conventions 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.



Long Term Curriculum Map, Year Group: 6

Subject	AUTUMN		SPRING		SUMMER	
Core Value	Respect	Love	Perseverance	Faith	Compassion	Inspiration
Theme Days/Weeks	Rights Respecting Week International Day of Languages Black History Month Remembrance Day Core Value Days: Respect and Love Advent		STEM Day (Science, Technology, Engineering, Maths) Core Value Days: Perseverance and Faith Children’s Mental Health Day Safer Internet Day Storytelling Week (including World Book Day) Holy Week		Core Value Days: 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	Holes (key skills) When we were Warriors by Emma Carroll Genre: Fiction	When we were Warriors by Emma Carroll Genre: Fiction	The Explorer by Katherine Rundell Genre: Fiction	The Explorer by Katherine Rundell Genre: Fiction	A diverse collection of short extracts designed to help students practice specific skills required across different genres Skychasers Genre: Fiction	Transition Text (TBC) Skychasers Genre: Fiction
Writing	Fundamentals of writing composition unit including: purpose and audience; sentence structure; clauses; cohesion; tenses; parenthesis; editing and structure. My Secret War Diary: diary entry	Robin Wood: diary Robin Wood: persuasive brochure Christmas Decoration: informal letter	Harry Potter: narrative The Explorer: Non-Chronological Report (The Amazon)	The Explorer: narrative Holiday Destination: persuasive brochure	The Day the Crayons Quit: informal letter of complaint Holiday Review: Informal trip advisor review Literacy Shed Stimulus: narrative	Transition Unit (TBC)

Long Term Curriculum Map, Year Group: 6

Subject	AUTUMN		SPRING		SUMMER
Maths	Place Value Four Operations Fractions		Decimals Percentages Perimeter, Area and Volume Converting Units Ratio		Properties of Shapes Statistics Investigations Position and Direction Algebra
Science	Living things: classifying big and small	Energy: Light and reflection	Living things: Evolution and inheritance	Energy: Circuits, batteries and switches	Animals: Circulation and health
Topic (Geography and History)	'Pack Up Your Troubles' (World War II) Big Question: 'Was it worth the fight?'		Climate Zones - Biomes Big Question: 'Why are places on Earth so different?'		Islamic Civilisation Big Question: Did Early Islamic civilisation invent it all first? Local Study: North West topography Big Question: Why do we have The Peak District National Park? Fieldwork: Lyme Park
PHSE and RHE	PSHE: British Values RSHE: Created and Loved by God "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)		PSHE: Influences and attitudes to money Money and financial risk RSHE: Created to Love Others "Be completely humble and gentle; be patient, bearing with one another in love." (1 Corinthians 16:14)		PSHE: Valuing diversity Challenging discrimination and stereotypes RSHE: Created to Live in Community "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)

Long Term Curriculum Map, Year Group: 6

Subject	AUTUMN		SPRING		SUMMER	
<u>Indoor PE</u>	Dance – CPD	Dance	Yoga	Fitness	Gymnastics - CPD	Dance
<u>Outdoor PE</u> <u>Mr Hollins</u>	Basic skills / ball skills Handball	Invasion – tag rugby- CPD	Invasion – Basketball - CPD	Net/wall – Tennis- CPD	Striking and fielding - cricket- CPD	Athletics
Music	Unit 1- How does Music bring us Together?	Unit 2- How does Music connect us with our past?	Unit 3- How does Music improve our world?	Unit 4- How does Music teach us about our Community?	Heal The Earth Song and Video Project about Plastic	Year 6 End of Year Production
Computing	Edu Blocks	Programming a game			Creating formula	Social media - being safe online
MFL	Countries and Transport School subjects	Towns and directions Christmas in Spain	Numbers 1-1000 Dates of 4 figures	Weather Create a weather forecast	Clothes Perform fashion show	Revise all topics
Art	Paul Nash Drawing		Yinka Shonibare Painting		Faith Bebbington Sculpture	
Design Technology	Year 6 Electrical Systems – Monitoring and Control		Year 6 Food – Celebrating Culture and Seasonality		Year 6 Textiles – Using Computer Aided Design in Textiles	

Year Six Topics

At St. Catherine's, our Topic lessons combine key learning in the subject areas of Geography and History and we combine sticky knowledge and conceptual understanding together into specific topics to help to make learning as purposeful and enjoyable as possible.

In Year Six, our topics are:

- Pack Up Your Troubles: World War Two
- Always Take the Weather With You: Climate Zones and Biomes
- The Golden Age: Islamic Civilisation
- Local Study: The North West (The Peak District National Park)

For each unit of learning, we start with a 'launch day.' 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 6 P.E. days this half-term: Monday and Thursday
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.

Mobile Phones

Children may need to bring a mobile phone to school for travel arrangements to and from school (e.g. if they're walking home on their own).

In this case, we ask that children turn their phone off and hand it in to teachers as they enter school. It will be returned at the end of the day, and we ask that children refrain from using it as they leave the school premises.

Mobile phones are locked away for the duration of the school day.

Reading in Year Six

Key Stage Reading Guidance

We encourage your child to read five times per week (for at least 10 minutes at a time). If you are able to hear your child read, we recommend that you discuss with them (using the book marks for prompting).

In Year 6, we encourage as much independence as possible, so children can therefore read and record entries themselves; Children who are on levelled reading books are to change their books roughly once a week, however this depends on the length of the book.

Children who are free readers are to change their books dependent upon the length of the book.

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

‘Reading is to the mind what exercise is to the body.’

Reading in Year Six

Key Stage Reading Guidance

When your child is recording what they have read, they should aim to include the following:

- The date for the beginning of the week.
- The name of the book. If they are reading the same book for the whole week, writing the name of the book in the first section is sufficient.
- The pages that they have read each day.
- A couple of sentences about what they have read each day (where possible).

We ask that parents still hear their child read twice a week and make a note of this in their reading records.

‘Reading is to the mind what exercise is to the body.’

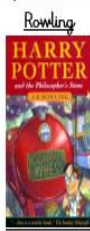
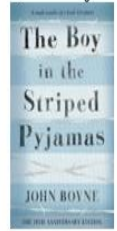
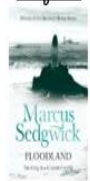
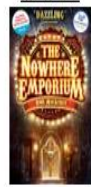
100 Books to Read Before You Leave St Catherine's

- 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 6**. They have been carefully selected to provide a range of stories, characters and experiences for children to explore.



Year 6



<u>Wonder - R. J. Palacio</u> 	<u>Harry Potter and the Philosopher's Stone - J.K. Rowling</u> 	<u>Harry Potter and the Chamber of Secrets - J.K. Rowling</u> 	<u>The Boy in the Striped Pyjamas - John Boyne</u> 	<u>Private Peaceful - Michael Morpurgo</u> 
<u>Percy Jackson and the Sea of Monsters - Rick Riordan</u> 	<u>The Explorer - Katherine Rundell</u> 	<u>Floodland - Marcus Sedgwick</u> 	<u>The Lie Tree - Frances Hardinge</u> 	<u>Running on the Roof of the World - Jess Butterworth</u> 
<u>The Nowhere Emporium - Ross MacKenzie</u> 	<u>Holes - Louis Sachar</u> 	<u>Diary of a Wimpy Kid Dog Days - Jeff Kinney</u> 	<u>The Girl Who Speaks Bear - Sophie Anderson</u> 	<u>Amari and the Night Brothers - B.B. Alston</u> 

Reading & Phonics

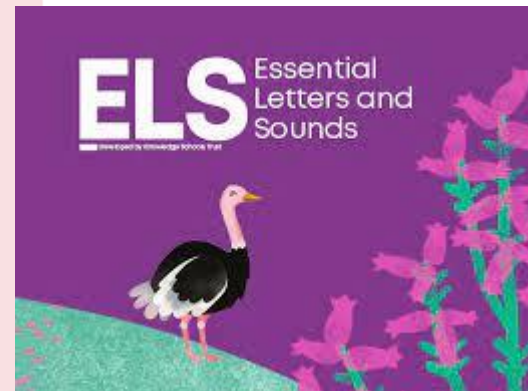
Our school phonics scheme is called Essential Letters & Sounds.

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



Spellings in Year 3/4/5/6

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 be separate spellings 'tests' each week*. These assessments review and reinforce earlier teaching, helping build confidence in applying phonics to spelling.

* We want your children to receive the best possible support with this so this may look slightly different as the year goes on in Year 6.

Homework

St Catherine's RC Primary School Homework Progression



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.

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 Six Information

- Robinwood: Monday 9th November-Wednesday 11th November. **(Meeting on Thursday 17th September at 5pm in Miss Daly's Room)**
- Year Six SATs are from Monday 10th May – Thursday 13th May.
- There will be a SATs Meeting for parents and carers in the Spring term..
- Any information regarding SATs will be provided nearer to the time.

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 (SENDCO) 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.

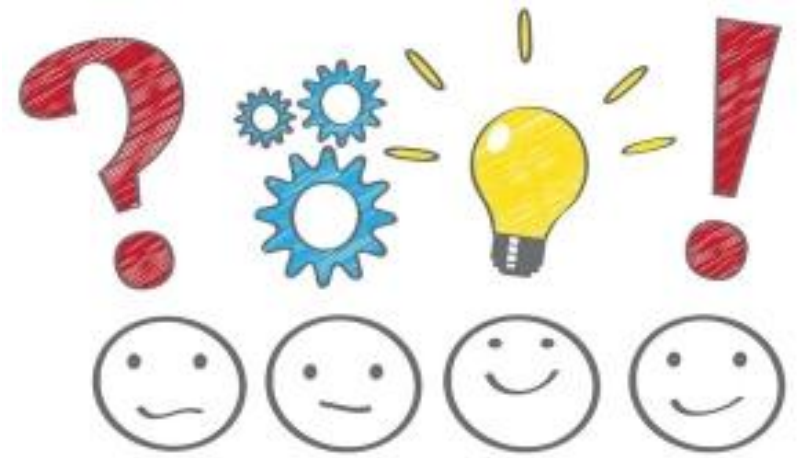
Communication

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



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