

*Welcome to Year 6 Meet
the Teacher*

Adults in Year 6

St Josephine Bakhita	St Francis Xavier
Miss Green	Mrs Kemp-Smith (Monday-Thursday)
	Mrs Wales (Friday)

Mrs Vocking	Mrs Day
Mrs Keable	Mrs Della Mura

A typical week in Year 6

Spanish will be taught on a Wednesday afternoon by Mrs Alvarez (a modern foreign languages teacher from Salesians)

Computing will be taught on a Wednesday afternoon, bi-weekly by Mrs Gauthier

The children will have two PE lessons. One with Mr Ball on a Thursday morning and the other with their class teacher on a Friday afternoon.

Additionally, on a Thursday morning, the children will be taught by Mr Cassidy and Mrs Della Mura, alternating weekly.

Our New Whole-School Homework Approach

- This year, we have introduced a consistent approach to homework across the whole school.
- Each child will receive one CGP Targeted Question Workbook per subject:
 - Maths
 - Reading
 - Punctuation, Grammar & Spelling (GPS)
- Homework will be set and due weekly on the same day.
- A timetable will be shared on the next slide.

Timetable

Homework Timetable		
Homework	Date set:	Date due:
Daily Reading with comments and a weekly parental signature	Daily	Diaries in school every day.
Reading Comprehension Targeted Question Book	Monday	Thursday
Maths Targeted Question Book	Tuesday	Friday
Grammar, Punctuation and Spelling Targeted Question Book	Thursday	Monday
Throughout the week, engage with our online learning resources: Times Tables Rock Stars, Spelling Shed, and Accelerated Reader.		Friday - engagement will be checked

Why this approach?

- Ensures consistency across all year groups
- Provides support for families with children in multiple classes
- Maintains high expectations for all pupils
- Establishes a clear structure to build routine and independence
- Uses quality resources aligned with the National Curriculum

Reading Diaries

There should be five entries, weekly. This can comprise of AR books and Reading for Pleasure Books.

Comments should be descriptive.

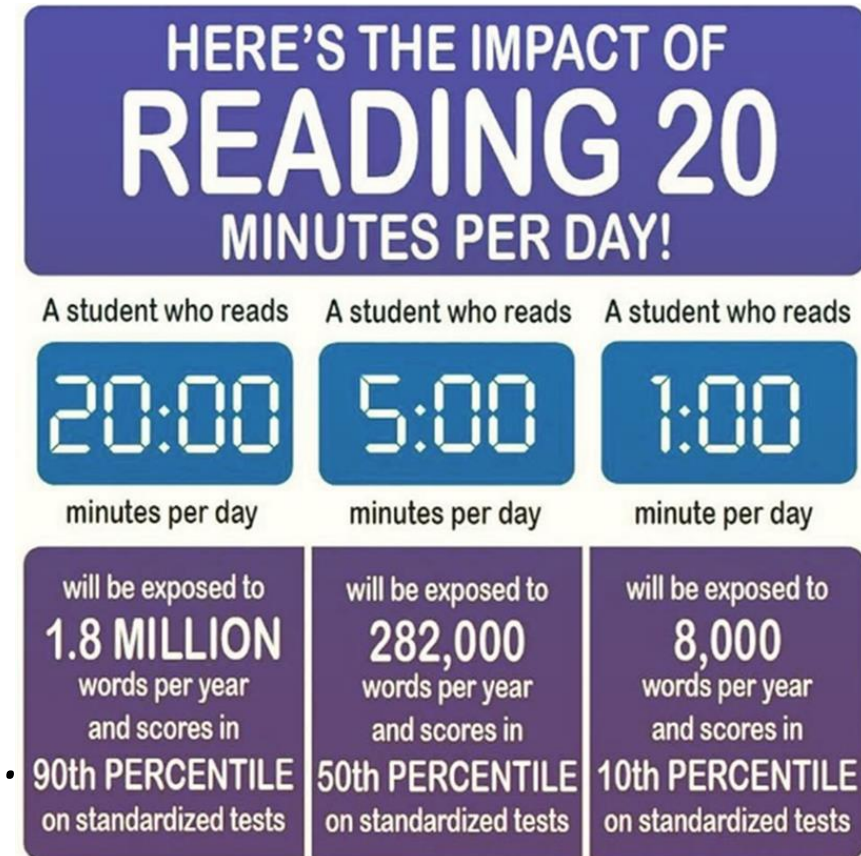
For example:

One fact I learned was ...

I predict that ...

I found the use of (technique) effective because ..

Diaries should be signed weekly by an adult.



Additional Homework for Year 6

In addition to the CGP workbooks, Year 6 pupils will be set extra homework tasks.

This is designed to support their transition to secondary school, where:

- Homework is set by different teachers across multiple subjects
- Tasks are given on a variety of days, not always weekly or regularly but will be written in their diaries.

This approach helps pupils build the organisation and independence skills needed for secondary education.

Homework – continued

If your child is unable to complete a homework task, please do inform us.

There will be occasions when homework requires access to the internet. If you do not have access, please do inform us.

Our Curriculum

Our lessons follow the National Curriculum to ensure all pupils receive a broad, balanced education and make consistent progress across all subjects.

Details of topics and lesson content are communicated through our Curriculum Map, which is distributed each term.

Maths

We follow the scheme, **Power Maths**. Power Maths is a whole-class mastery programme recommended by the Department for Education. The scheme is aligned with the National Curriculum for mathematics.

Three Styles of Learning: Lessons are designed to engage children through:

- Concrete learning
- Pictorial representations
- Abstract thinking

Balanced Focus: Lessons include a strong emphasis on:

- Arithmetic
- Problem Solving and Reasoning

Progressive Structure: Power Maths builds knowledge step-by-step, ensuring children develop confidence and depth in their mathematical understanding.

Assessment and Support: Regular assessments help us identify gaps and provide targeted support to ensure every child makes progress.

Maths

Week 1	Unit 1: Place value within 10,000,000 8 Lessons / 8 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 1	Unit 7: Ratio and proportion 9 Lessons / 9 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 1	Unit 12: Statistics 11 Lessons / 11 Days <input type="button" value="+"/> <input type="button" value="-"/>
Week 2		Week 2		Week 2	
Week 3	Unit 2: Four operations (1) 8 Lessons / 8 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 3	Unit 8: Algebra 11 Lessons / 11 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 3	Unit 13: Geometry - properties of shapes 12 Lessons / 12 Days <input type="button" value="+"/> <input type="button" value="-"/>
Week 4	Unit 3: Four operations (2) 12 Lessons / 12 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 4		Week 4	
Week 5		Week 5	Unit 9: Decimals 9 Lessons / 9 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 5	
Week 6		Week 6		Week 6	Unit 14: Geometry - position and direction 5 Lessons / 5 Days <input type="button" value="+"/> <input type="button" value="-"/>
Week 7	Unit 4: Fractions (1) 9 Lessons / 9 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 7	Unit 10: Percentages 8 Lessons / 8 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 7	Unit 15: Problem solving 14 Lessons / 14 Days <input type="button" value="+"/> <input type="button" value="-"/>
Week 8		Week 8		Week 8	
Week 9	Unit 5: Fractions (2) 9 Lessons / 9 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 9	Unit 11: Measure - perimeter, area and volume 11 Lessons / 11 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 9	
Week 10		Week 10		Week 10	
Week 11	Unit 6: Measure - Imperial and metric measures 5 Lessons / 5 Days <input type="button" value="+"/> <input type="button" value="-"/>	Week 11		Week 11	

English

Each half term, we will be reading a different short text which our writing will be based upon.

We will be exploring different genres, punctuation and grammatical features.

We will also continue to develop cursive handwriting.

On a Friday, the children will have a discrete lesson focused on Spelling, Punctuation or Grammar.

RE

- Each half term your child will receive the knowledge organiser for the current topic – please do go through this with them and ask them questions about their learning
- The curriculum follows the new RE Directory 'To know You more clearly' and resources have been produced by Primary RE Advisors from the Catholic Diocese of Arundel & Brighton's Education Service in collaboration with Primary practitioners so that we are fully compliant with the Catholic Bishops' conference.

Autumn 1 – Creation and Covenant – Year 6

01 Background information
You should have a good grasp of how God made special promises or covenants with people like Noah, Abraham, and Moses, and what these promises mean. Remember the story of Moses, including how he received the Ten Commandments and why they are important. You should also know that virtues are good habits that help us live better lives, and that sin is when we do things that harm our relationship with God and others. Finally, remember that Jesus taught us to love God and our neighbours, which connects to how we live out these teachings today.

02 What should I already know?
You should remember the story of Moses, especially the Ten Commandments he received from God, and how they help us live good lives. You should also know that a covenant is a special promise from God to His people, like the ones made with Noah and Abraham. We've talked about virtues as good habits that help us, and sin as actions that hurt our relationship with God and others. Lastly, remember Jesus' teaching that the most important commandments are to love God and love your neighbour.

03 Prayer – A Prayer to the Holy Spirit
Come, Holy Spirit,
fill the hearts of Your faithful
and kindle in them the fire of Your love.
Send forth Your Spirit and they shall be created.
And You shall renew the face of the earth.
O God, who by the light of the Holy Spirit,
did instruct the hearts of the faithful,
grant that by the same Holy Spirit
we may be truly wise and ever enjoy His
consolations,
through Christ our Lord. Amen.

04 Key Vocabulary
Covenant: An agreement or promise made by God with His people, such as those with Noah, Abraham, and Moses, and the new covenant established through Jesus.
Laudato Si': An encyclical by Pope Francis that addresses the relationship between humanity and the environment, emphasizing the need for ecological conversion and stewardship.
Nicene Creed: A statement of Christian faith that outlines essential Christian beliefs, including the divinity of Jesus and the nature of the Holy Trinity.
Original Sin: The first sin committed by Adam and Eve in the Garden of Eden, which damaged humanity's relationship with God, and the concept of inherited sinfulness that affects all human beings.
Stewardship: The responsibility given to humans by God to care for and protect the Earth and all its creatures, emphasizing the role of humans as caretakers of creation.
Theological Virtues: Faith, hope, and love, which are virtues given by God's grace and are essential for living a life aligned with Christian teachings.

05 Scripture and Passages
GENESIS 12:1-3
GENESIS 1:1-31
JOHN 1:1-5, 16-18
VATICAN NEWS

The BIG Question
HOW CAN UNDERSTANDING
OUR FAITH AND THE
DISCOVERIES OF SCIENCE
TOGETHER HELP US LIVE IN
HARMONY WITH GOD, OTHERS,
AND THE WORLD AROUND US?

06 By the end of the topic:
By the end of these lessons, you will have learned how different stories in the Bible, like the story of Creation and the life of Moses, help us understand important beliefs about God, the world, and ourselves. You'll discover how God wants us to care for the Earth, how sin can harm our relationships, and how Jesus helps restore those relationships. You'll also see how faith and science can work together to help us appreciate the world even more. Know that virtues like love, justice, and respect, and how they can guide you.

World War Two

This term, we will be studying World War Two in both English and History. We recognise that some aspects of this topic can be sensitive, and lessons will be taught with care and age-appropriate resources to ensure pupils are supported while developing their understanding of this significant period in history.

As part of this unit, pupils will also be reading Goodnight Mister Tom. To preserve the impact of the story, we kindly ask that children do not watch the film adaptation beforehand.

PSHE and RSE

Ten Ten Resources is an award-winning Catholic educational organisation that is well-respected and has been approved by our diocese for the teaching of PSHE and RSE in Primary school.

If you would like more information about the PSHE and RSE your child is learning at school please log in to the Ten:Ten website Parent Portal using the following details:

www.tentenresources.co.uk/parent-consultation-primary

Username: stanneschertseyparents

Password: stanneschertseyparents

Ten:Ten Resources



Call to Family,
Community, &
Participation



Dignity of Work
& the Rights of
Workers



Dignity of the
Human Person



..... CATHOLIC SOCIAL TEACHINGS

Care for God's
Creation



Solidarity



Preferential
Option of the Poor
and Vulnerable



Rights &
Responsibilities



What are the SATs?

SATs (Standard Assessment Tests) are national tests taken by children in Year 6 (ages 10–11) in England. They are designed to measure what your child has learned in English and Maths by the end of Key Stage 2. The tests cover:

Reading – your child reads passages and answers questions to show their understanding.

Writing – assessed by the teacher, looking at spelling, grammar, punctuation, and composition.

Maths – includes arithmetic (calculations) and reasoning problems.

Spelling, punctuation, and grammar (SPAG) – tests specific English skills.

What are the purpose of the SATs?

To check that children are reaching national learning standards.

To help schools understand where extra support might be needed.

Results can be shared with parents and used to track progress.

Important things to know:

They are just one part of your child's learning—they don't define their ability or intelligence.

We will prepare the children gradually and support them every step of the way.

Children will take the tests in May, and the results come later in the term.

When are the SATs?

The statutory key stage 2 tests are timetabled from Monday 11th May to Thursday 14th May 2026.

Preparing for the SATs at school

- **Regular Practice:** Throughout the year, children sit past SATs papers in reading, maths, and SPaG. This helps them become familiar with the format, question types, and time management.
- **Targeted Teaching:** We use the outcomes of these practice papers to identify areas of strength and areas for development, allowing us to tailor our teaching to meet the needs of each child.
- **Access Arrangements:** For children who require additional support, we put access arrangements in place. These adjustments ensure that all children can demonstrate their true ability without being disadvantaged by specific learning needs, processing difficulties, or other barriers.
- **Wellbeing Focus:** Alongside academic preparation, we prioritise children's wellbeing—ensuring they feel confident, supported, and calm in the lead-up to the tests.

Preparing for the SATs at school

“When we did the SATs, it just felt like all the other assessments we competed throughout the year. Because we did them so many times, I felt relaxed and that is why I got great scores. I guess the only difference was the SATs breakfast and juice and biscuits after which I really appreciated.” – a quote from a Year 6 last year.

Preparing for the SATs at home

We kindly ask that you do not use past SATs papers to support home learning as this can impact our assessments.

Instead, we will provide resources to support home learning.

Throughout the year, we will be updating a SharePoint of resources which can be found on our school website, accessed using the password to be found in your child's diary.

Residential

Our residential will take place at Henley Fort from Monday 8th June until Wednesday 10th June 2026.

Communication regarding payment plans and kit lists are to follow.

Why Henley Fort ?

- The location for this year's residential was selected based on feedback from our recent parental survey.
- The chosen site has been used successfully in previous years, providing positive experiences for both pupils and staff.
- Its location allows us to offer inclusive options for children who may not attend the full residential - day visits are available to ensure all pupils can participate meaningfully.
- We are committed to ensuring every child feels included and supported, regardless of their residential attendance.

Henley Fort – Feedback from past pupils

- “I loved the different activities we did. I had never done canoeing before so this was my favourite.”
- “I loved that we were the only school there and had the whole field to ourselves. We could play music, dance, sing or do other activities like football or colouring. The bonfire and marshmallow toasting was one of my best memories.”
- “I did not attend Ufton Court because I did not want to stay overnight. I am grateful I could come and join the daytime activities and go home after. I did not feel like I missed out like I did with Ufton Court.”

Henley Fort Timetable

St Annes programme 8 to 10 June 2026. Year 6

	Monday				Tuesday					Wednesday Accommodation to be empty by 9.15am	
Group	AM	1.30-3pm	3-4.30pm	6.30-8.30	9.30-11	11-12.30	1.30-3pm	3-4.30 pm	6.00-8.30	9.30-11	11-12.30
1	Arrive & site brief etc.	Archery	Team Tasks	Evening Walk activity 3 x SOLD staff	Canoeing		Climbing	Challenge course	Self led. E.g. games, DVD, self-led campfire	Woodland Skills (fire lighting and shelter build)	
2		Team Tasks	Archery		Canoeing		Challenge course	Climbing		Woodland Skills (fire lighting and shelter build)	
3		Woodland Skills (fire lighting and shelter build)			Archery	Team Tasks	Canoeing			Climbing	Challenge course
4		Woodland Skills (fire lighting and shelter build)			Team Tasks	Archery	Canoeing			Challenge course	Climbing
5		Canoeing			Climbing	Challenge course	Woodland Skills (fire lighting and shelter build)			Archery	Team Tasks
6		Canoeing			Challenge course	Climbing	Woodland Skills (fire lighting and shelter build)			Team Tasks	Archery

Walking home independently

During year 6, many children start to walk home independently.

If you would like your child to walk independently, we kindly ask that you complete the associated form. The form can be collected from the office.

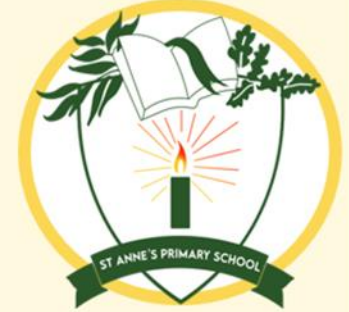
Please do include the days that your child will be walking independently.

Phones

If it is necessary for your child to bring their phone into school, it must be placed in the classroom safe when they arrive at school.

Our School Values

St. Anne's Values



Ralph
Respect

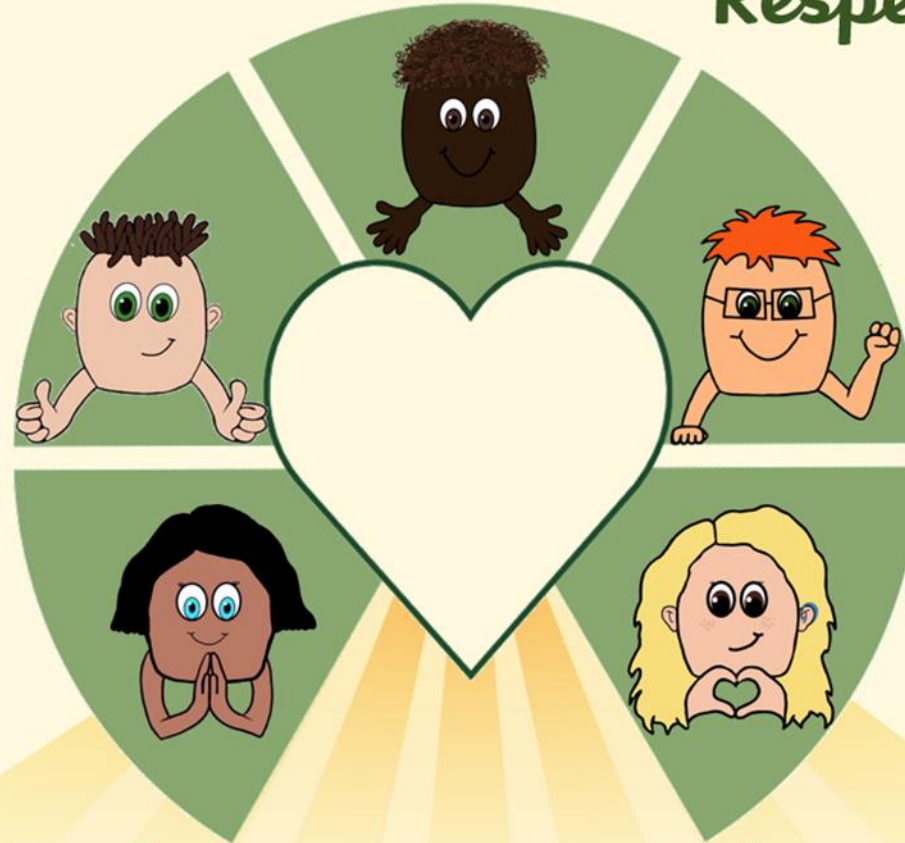
Peter
Perseverance

Kitty
Kindness

Iggy
Inclusivity

Finley
Forgiveness

We know we are loved



Safeguarding

St. Anne's Safeguarding Team



Carmel Martin
Headteacher



Seán Cassidy
Assistant Headteacher



Alice Wales
Designated Safeguarding
Lead



Rachel Lewthwaite
SENDCo/Mental Health
Lead



James Kibble
CEO Xavier CET



Anne Halliday
CET Safeguarding
Compliance Director



Niamh Burke
Home School Link Worker



Sophie Gullick
Senior Leader Early Years



Ellie Taylor
Senior Leader



Francesca Dyer
Breakfast Club
Manager

Attendance

At St Anne's, we closely monitor attendance and are committed to working together to improve school attendance in line with the statutory guidance set out by the Department for Education.

Regular attendance is crucial for academic progress and overall development.

Data clearly shows a direct correlation between attendance levels and later educational outcomes.

We understand that absences are sometimes unavoidable and unforeseen; however, we actively encourage promoting good attendance.

When your **child's attendance falls below 94%, you will receive a letter regardless of the reasons.**

If a **child's attendance is significantly lower than this, you will be asked to support further absences with medical evidence.**

Attendance monitoring is on-going year on year so if your child had lower attendance in previous years you may be asked to continue to provide medical evidence.





ATTENDANCE MATTERS

DID YOU KNOW..?

CHILD'S ATTENDANCE

95%
90%
85%
80%
75%

YOUR CHILD LOSES...

9 DAYS FROM SCHOOL
19 DAYS FROM SCHOOL
29 DAYS FROM SCHOOL
38 DAYS FROM SCHOOL
48 DAYS FROM SCHOOL

YOUR CHILD ALSO LOSES...

50 LESSONS
100 LESSONS
150 LESSONS
200 LESSONS
250 LESSONS

Please be aware that no holidays will be authorised during term time.

We may ask for medical evidence should we believe you have been on holiday during term time either side of a school holiday.

Lateness

- It is very important that your child is in on time.
- Gates open at **8:35am** and remain open until **8:50am sharp**.
- **Children do not like coming into school late.**
- They miss the morning activity which sets them up for the day.
- It disrupts the learning of the other children.
- It can cause them to be dysregulated for the whole day.
- Should you have any questions regarding attendance or lateness, please do speak to Mrs Burke or Mrs Martin.

Summary

The children are our priority. We want them to feel happy, safe and loved at all times.

If you have any concerns or worries, please come and see us

We thank you for your support and we look forward to a fantastic year ahead!