



*Saint Mary's Catholic Primary School*



MEET THE TEACHER

SEPTEMBER 2026

YEAR 6

# Class Teachers

*Mr Billings*

---

# Teaching Assistants

*Mrs Woodcock*

*Mrs White*

---

*year*

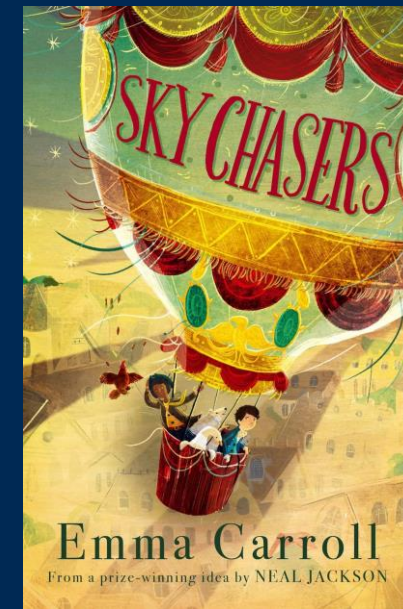
6

# Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 to 09:00	Next Steps Daily Reading	Next Steps Daily Reading	Next Steps Daily Reading	Next Steps Daily Reading	Next Steps Daily Reading
09-09:15	Gospel Assembly	Hymn Practice	Handwriting/Spelling	Handwriting/Spelling	Handwriting/Spelling
9:15 to 10:05	Maths	Maths	Maths	Music	Maths
10:05-10:15	Handwriting/Spelling	Handwriting/Spelling	Handwriting/Spelling	Handwriting/Spelling	Handwriting/Spelling
Break					
10.30 to 11:30	English	English	English	PE	English
11:30 to 12:50	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Independent Reading
12-12:50	Lunch				
12:50 to 13:55	Science	Religious Education	Religious Education	Maths	PE
13:55 - 14:05	Daily Mile	Daily Mile	Daily Mile	Daily Mile	Daily Mile
14:05 - 15:00	Science	Geography/History	Spanish	Computing	Maths 2:45 - 15:00 - Mer

# English

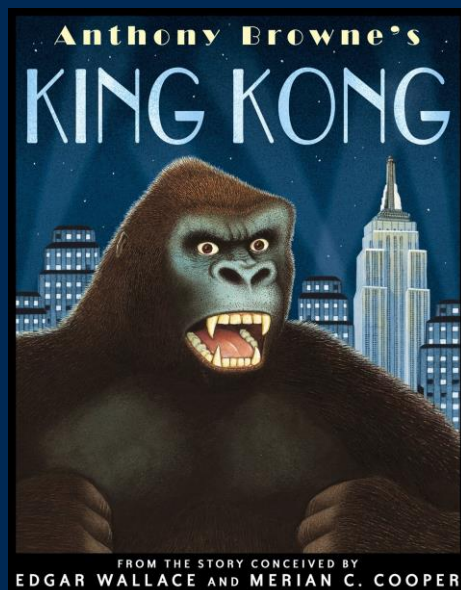
- *This will be taught through the Pathways to Write Scheme. All units are linked to high-quality texts to ensure engaging and purposeful lessons are delivered.*
- *The units of work are aimed to develop vocabulary, reading and writing skills through the mastery approach.*
- *The scheme includes strategies to develop Greater Depth writers.*



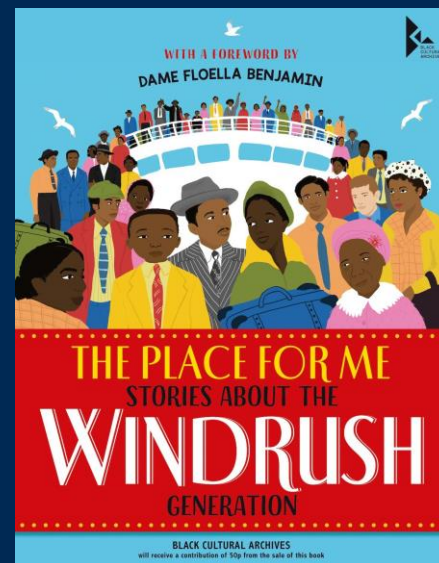
SUMMER 2



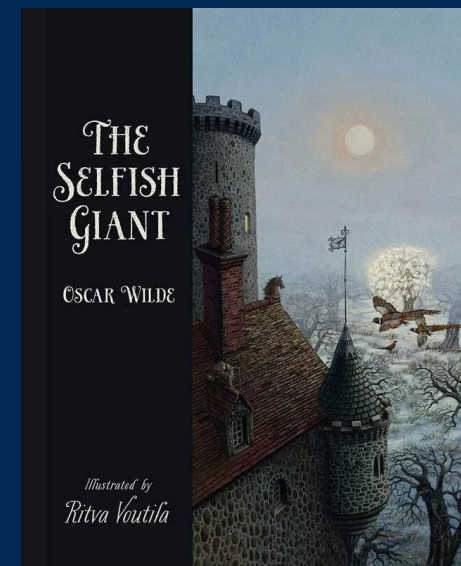
SUMMER 1



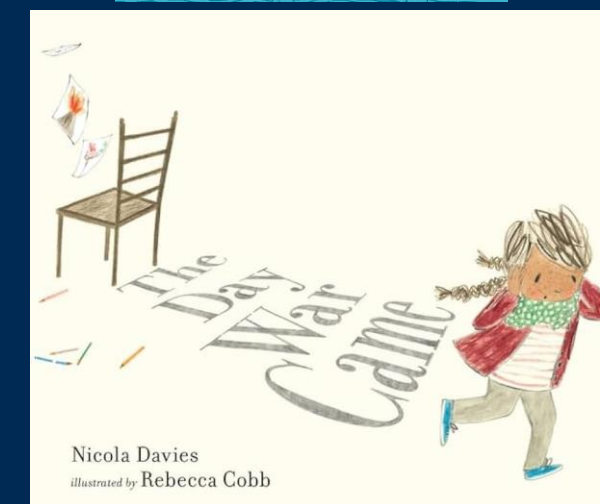
AUTUMN 1 –



AUTUMN 2



SPRING 1



SPRING 2 –

-Every half term we will be covering a different class guided reading book.

-Our first is 'Into the Jungle by Kathrine Rundell' by Charlotte Milner.

# Guided Reading Book

## Pathways to Read teaching sequence

### Day 1 – Whole class read

- Predict what might happen from details stated and implied
- Clarify the meaning of words in context
- Model fluency at an appropriate speed with accuracy, automaticity and prosody

### Day 2 – Whole class read

- Fluency practice read at an appropriate speed with accuracy, automaticity and prosody
- Retrieve record and present information
- Explain mastery focus\*

### Day 3 – Independent reading

- Summarise reading from previous sessions
- Strategy check to explicitly teach reading strategies
- Independent reading mastery focus\*
- Whole class discussion to explore answers to questions

### Day 4 – Follow on task with a mastery focus

### Day 5 – Reading for pleasure

#### \*Mastery focus

Retrieve and record information from non-fiction

- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding

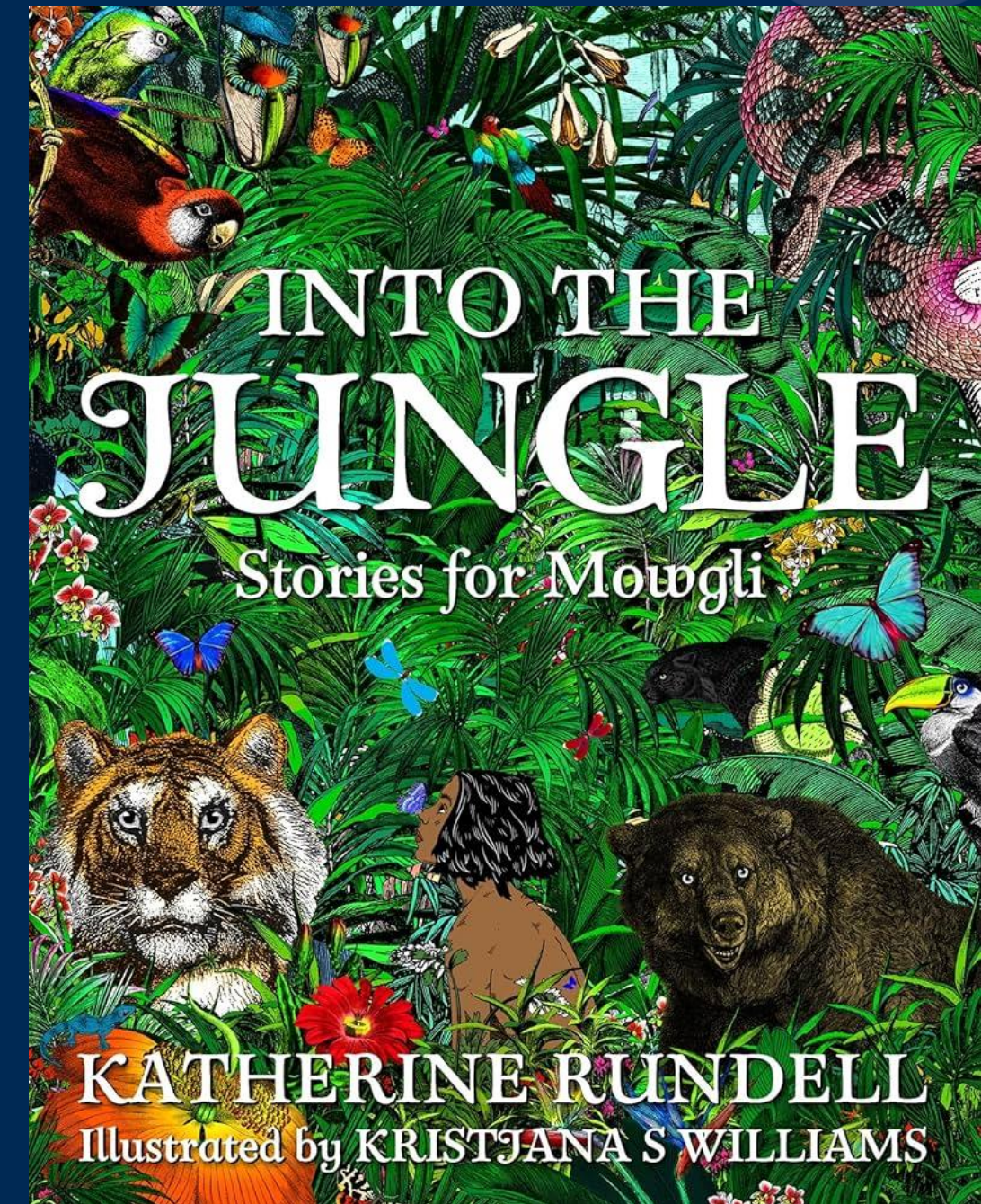
Identify main ideas drawn from more than one paragraph and summarise

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

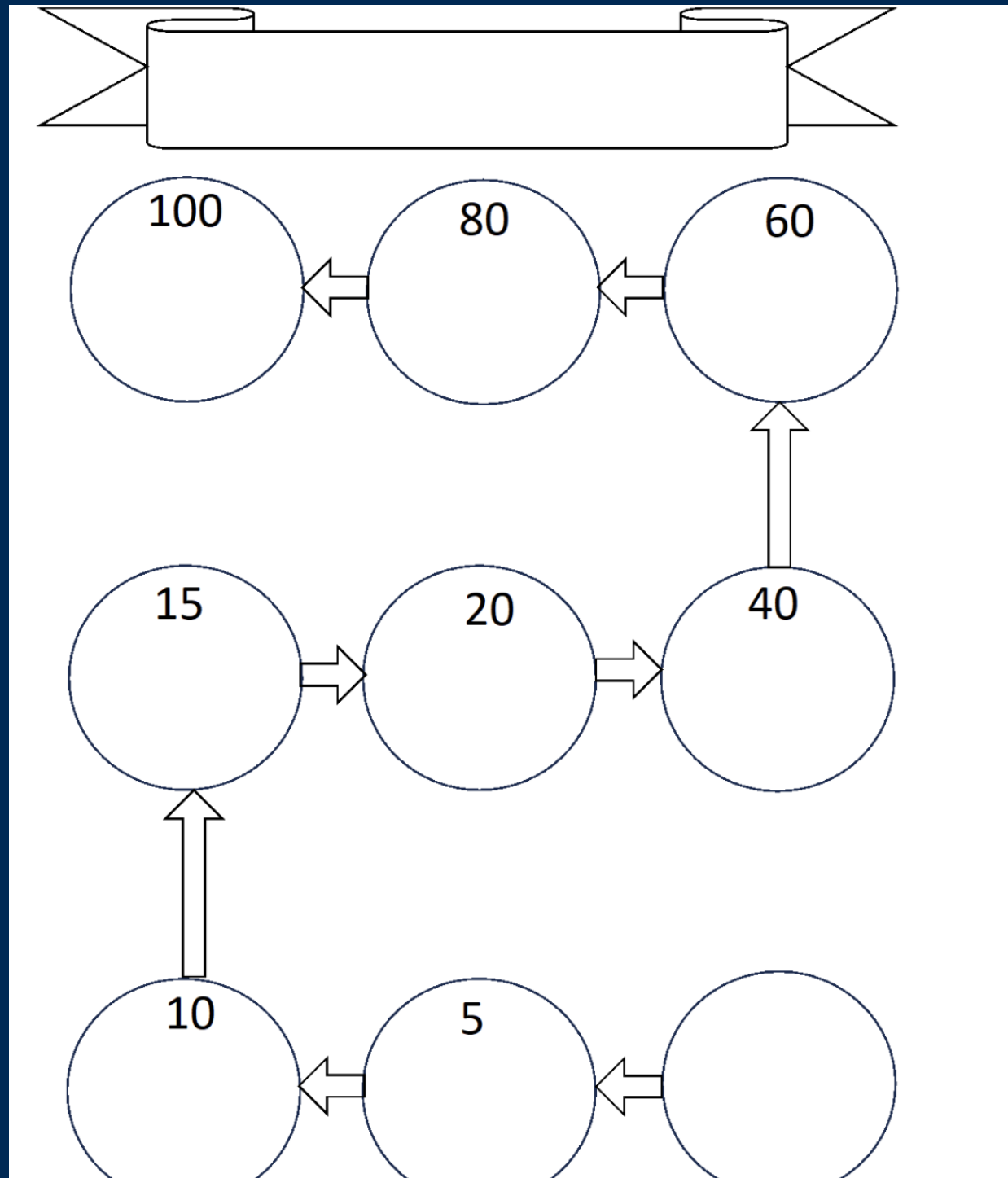
- Identify themes and conventions in a wide range of books

Identify how language, structure and presentation contribute to meaning

Discuss words and phrases that capture the reader's interest and imagination



# Our reading reward system!



## Reading

Each child will be given a card and they can collect stickers and class dojos based on the number of reads at home that they have completed.

# Maths

Year 6

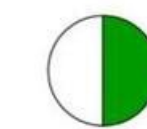
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn Term	Number and place value				Addition and subtraction			Multiplication and division				Statistics	
Spring Term	Fractions				Decimals			Percentages	Ratio and Proportion	Algebra	Geometry - Shape		Position and Direction
Summer Term	Measures/Decimals	Measures	Consolidation of all topics		Measures		Geometry – Shape		Geometry – Position and Direction	Ratio and Proportion	Algebra	Substantial problems/investigations	

Ensuring understanding

•Concrete



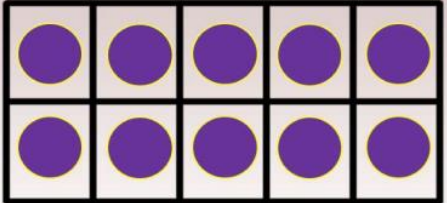
•Pictorial



•Abstract

6

$\frac{1}{2}$

Teaching and Learning		
6.1.1 Numbers to ten million  Understanding and counting in Powers of 10	0 . 0 1	one hundredth
	0 . 1	one tenth
	1	one
	1 0	ten
	1 0 0	one hundred
	1 , 0 0 0	one thousand
	1 0 , 0 0 0	ten thousand
	1 0 0 , 0 0 0	one hundred thousand
	1 , 0 0 0 , 0 0 0	one million
	1 0 , 0 0 0 , 0 0 0	ten million
<i>Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England.</i>		
Encourage children to look at how the numbers are constructed and to look at what is the same and what is different.		
		
Reinforce the importance of 10. 10 ones make a ten 10 tens make 100 10 hundreds make 1,000 10 hundreds make a 1,000 10 thousands make 10,000 10 ten thousands make 100,000 10 one hundred thousands make 1,000,000 10 one millions make 10,000,000		



► What is the value of **digit 5** in each of these numbers?

1 3,**5**12,632

4 2,70**5**,123

2 **5**,630,147

5 1,643,**5**97

3 10,782,0**5**9

► What is the value of **digit 2** in each of these numbers?

1 **2**,643,017

4 6,097,1**2**3

2 1,56**2**,517

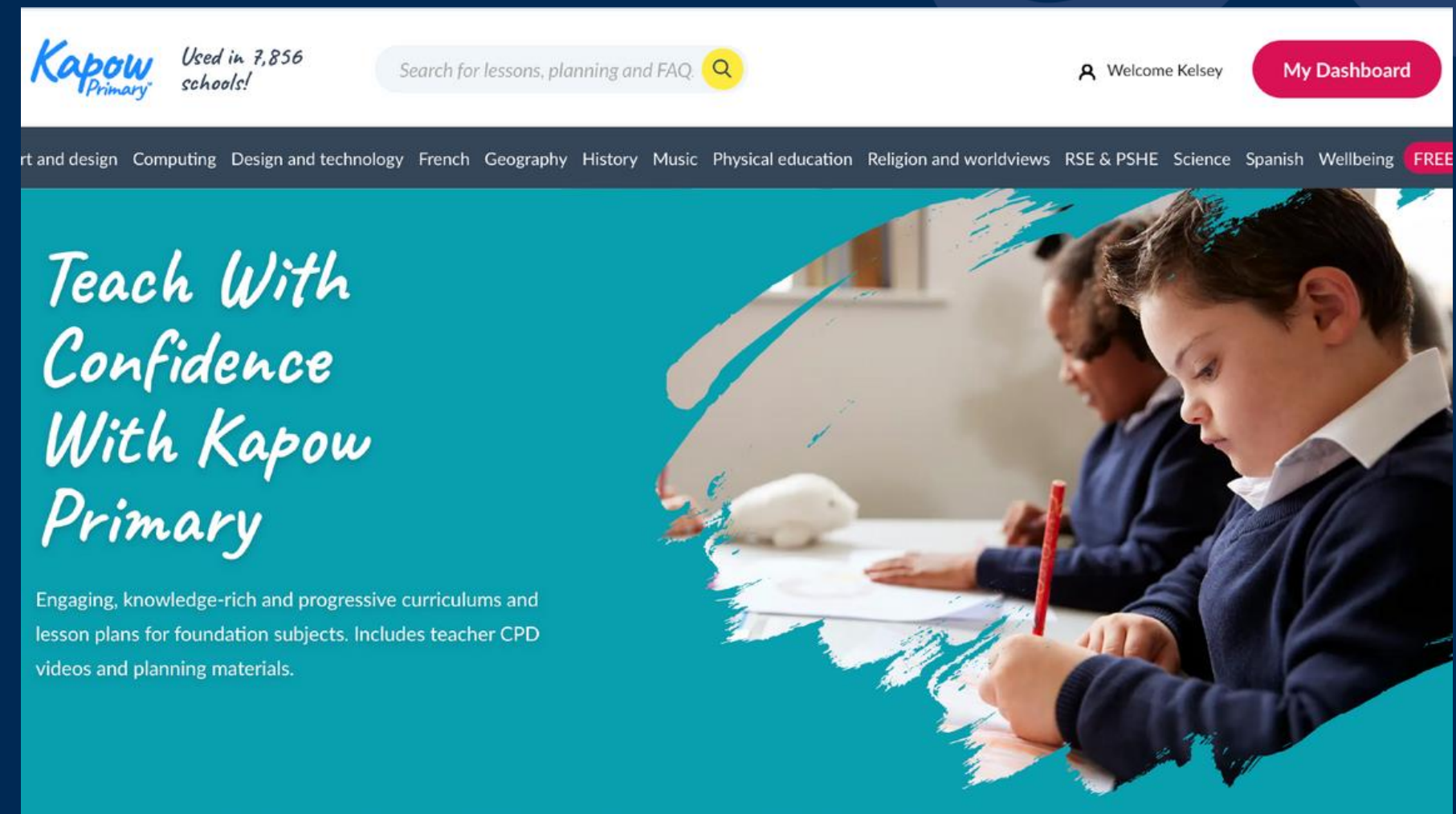
5 1,**2**35,099

3 5,7**2**9,034

# Foundation Subjects

- You will find termly information on Science, History, Geography, Art and D&T on our webpage.
- You will be able to read the knowledge organisers for each subject that we are doing for that half term

# Kapow Primary™



Kapow Primary Used in 7,856 schools!

Search for lessons, planning and FAQ.

Welcome Kelsey My Dashboard

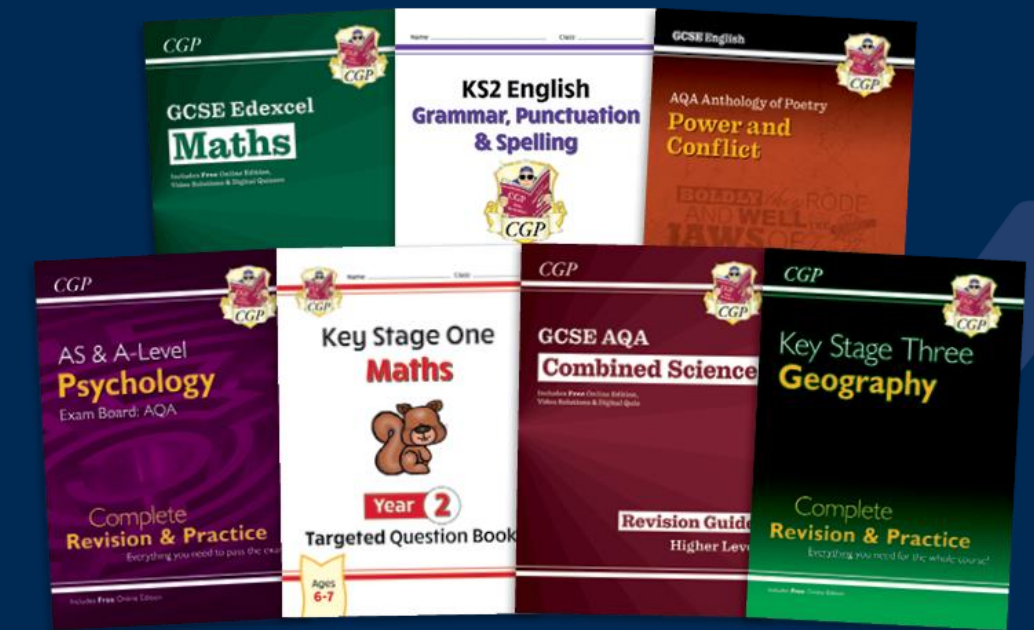
Art and design Computing Design and technology French Geography History Music Physical education Religion and worldviews RSE & PSHE Science Spanish Wellbeing FREE

## Teach With Confidence With Kapow Primary

Engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects. Includes teacher CPD videos and planning materials.

# What can you do to help?

- Read regularly with your child- school books, books at home, library books, online books, magazines, newspapers, ANY THING!
- Question your child about what they have read and encourage them to use their developing phonics knowledge to decode unfamiliar words.
- Use CGP for homework. Additional books are available at TG Jones and other book stores.
- MyMaths/Atom learning- Use the login details to access the MyMaths & Atom Learning activities. The use of these websites will be reviewed this year as we continually assess and monitor the best resources we can make available. We shall be sticking logins into the children's reading records.
- Letter-Join: Cursive handwriting practise, resources to support this on the website.



Y6 SATs booster sessions.

- Some children may be invited to booster sessions to help them in preparation for SATs. There may be certain areas where your child could use additional support. We will be starting them in the Autumn Term.
- Interventions will be provided by TAs based on a child's individual and specific needs.



# Boosters and interventions



## *Expectations*

- Please ensure that all clothing and belongings are clearly named.
- Children are to wear either their summer or winter uniform until October half term, but after this time they must be in winter uniform.
- No trainers are allowed, except on PE days (children should come into school in their PE kits on a Thursday and Friday). No jewellery.
- Please ensure your child has a labelled water bottle in school daily.

# BEHAVIOUR AND EXPECTATIONS

## Expectations

- All clothing and belongings to be clearly named eg lunchbox, snack boxes, water bottles, caps.
- Children to come into school in the correct uniform eg only trainers on PE days. Jewellery should not be worn. Hair to be tied up if longer than shoulder length.

# BEHAVIOUR AND EXPECTATIONS

**Our Golden Promises at  
Saint Mary's**

**Be Kind**

**Listen**

**Show Respect**

-Min-Y-Don

# RESIDENTIALS



Last year we visited the Imperial War Museum in Manchester. We are hoping to go there again as part of our History topic on WW2.

We do local trips in Geography when carrying out fieldwork. We will be going this half term to carry out a noise and traffic survey.



# TRIPS



# TAKING CHILDREN ON HOLIDAY DURING TERM TIME

## A guide for parents and carers



### Frequently asked questions

#### Am I entitled to take my child out of school for a family holiday?

- **No.** Parents have a legal duty to ensure that their children attend school or the alternative provision on a regular basis
- The Education Act 1996 makes it a criminal offence for a parent to *“fail to secure their child’s regular attendance at the school”*
- The amendments to the 2006 Regulations remove any reference to *family holidays, extended leave and the statutory threshold of ten school days.*
- The amendments make clear that **Head Teachers may not grant any leave of absence (holiday) during term time unless there are exceptional circumstances**
- The amendments give **parents no entitlement** to take their child out of school for a holiday in term time
- The Head Teacher and Governing Body will determine what the exceptional circumstances are

#### If we decide to take a holiday during term time what should we do?

- The parent/carer with whom the child resides must apply in writing to the school
- The letter/application must explain the exceptional circumstance surrounding the request for the leave of absence

#### What will the school do then?

- The Head Teacher will determine whether the exceptional circumstance ruling applies, if not the application will be declined
  - Only the Headteacher (or the Deputy) has the power to approve leave of absence applications. When making the decision the protocols and criteria laid down in the school’s attendance policy must be followed.
  - Each academic year, schools inform parents/carers via a letter, newsletter or some other communication; that they may receive a Fixed Penalty Notice if their child has unauthorised absences in term time
- You will receive a written response from the Headteacher (or the Deputy) letting you know if your application has been approved
- If the holiday goes ahead after the application has been declined the absence will be recorded as unauthorised



# ABSENCE AND ATTENDANCE

## Taking Holidays during Term Time

Please remember that taking your child out of school without the school's authorisation may result in the school requesting the Local Authority to issue a fixed penalty notice to each parent/carer for each child. The penalties are shown below.

Please be aware that only a few days of absence can impact significantly on a child's attendance percentage and consequently the child's education and learning.

Penalties for unauthorised absence		
Timeline	One child	Two children
Paid within 21 days	£80 per parent	£80 per child = £160 per parent
After 21 days and before 28 days	£160 per parent	£160 per child = £320 per parent
After 28 days	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your children's regular attendance

*IF YOUR CHILD  
IS ABSENT  
PLEASE CALL  
SCHOOL IN THE  
MORNING AND  
LEAVE A  
MESSAGE*

*CHILDREN ARE NOT  
TO RETURN TO  
SCHOOL UNTIL 48  
HOURS AFTER LAST  
BOUT OF SICKNESS  
AND DIARRHOEA.*

# IMPORTANT INFORMATION

- If your child has any allergies or requires medication during the school day, please ensure we are kept fully informed of these.
- In relation to any medicines, please ensure the relevant forms are completed and signed from the office and all medication provided is within date. Ensure inhalers are in date.
- Nits- please ensure you check your children's hair regularly, inform us if these are discovered and treat these immediately.
- In relation to break time snacks, please ensure these are healthy and are of a suitable size.
- We do not allow nuts or products that contain nuts in school. This is to ensure all of our children are kept safe at all times.
- Please leave toys at home!
- Volunteer helpers?

- If you need to contact us we have an open door policy at all times.
- You can contact us by email on [admin@saintmaryscongleton.co.uk](mailto:admin@saintmaryscongleton.co.uk)
- We are also available for phone calls to and these can be arranged through the school office and will have regular parents evenings when progress and any concerns can be discussed.



# CONTACT

Don't worry!

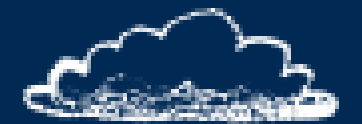
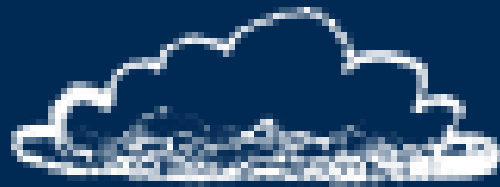
Help your child and be a proactive parent in your child's education, but don't push yourself and your child too hard that it becomes an unpleasant and stressful endeavor. Allow your child to relax and unwind.

SATs does not test how awesome your child is. It does not test their musical, physical, practical or personal abilities.

No matter what happens in SATs, they will go to secondary school and continue progressing.

# SATs

Most secondary schools do their own assessments in Year 7 anyway and set classes by mixed ability.



# Thank you!

DO YOU HAVE ANY QUESTIONS FOR ME BEFORE WE GO?

