

Meet the teacher

Welcome to Year 6





Mr Doyle

I joined our Holy Family community 2 years ago and feel so grateful to everyone across the school for making me feel so welcome. I started out teaching Years 1, 3 and 4 at The Marist in West Byfleet before moving to HFS. Having taught Year 3, I was then asked to move into Year 6 last year. Alongside that, I have worked with many of your children in after school clubs (football and athletics).

I have previously been the subject lead for PE, Writing and, this year, I have taken on the Reading. I also have the privilege of being part of our Holy Family SLT and DDSL.

Before teaching I did a variety of jobs including spending 10 years as the "physio" for a rugby team, managing a sports club, working at an international tennis tournament and being an LSA in a secondary school. If you couldn't tell already, I love sport. In particular, I run and play squash whenever I can. I also love playing games and spending time with my family; especially my two young daughters who like to keep me on my toes.

Our Inclusive Classroom

Year 6

What supports and helps one child is likely to support and help all children.
The things that we make available in every classroom (when needed) include;

- A visual timetable showing Now and Next
- Visuals
- A recognition board
- Zones of Regulation
- Low sensory environment
- Concentrators/Fiddles
- Noise reduction/headphones
- Sand timers
- Sensory movement break supports



Year 6



Expectations

- Correct uniform to be worn to school each day.
- No jewellery or make-up.
- PE uniform to be worn on PE days. (PE days are Thursday and Friday)
- Long hair must always be tied back off the shoulders when in school and that extreme hairstyles or colouring should be avoided.
- Arriving to school promptly ready to start the school day.
- Homework to be completed on time.
- Daily reading at home.
- Children to come to school with a water bottle filled with water.

Our School Day

We always have an activity for the children to complete when they enter the classroom. This means learning starts as soon as the children sit down at their desks.

The gate timings are:

Mornings:



Open 8.30 AM



Close 8.45AM

Afternoons:



Open 3:00PM



Close 3:20PM

Year 6



Attendance

Getting your child to school matters.

You should not take your child on holiday during term time. Remember absence = Lost opportunity.

If your child's attendance during the school year is...	Your child will have lost...	Or they will have missed approximately...
95%	9 days	50 lessons
90%	19 days	100 lessons
85%	29 days	150 lessons
80%	38 days	200 lessons
75%	48 days	250 lessons
70%	57 days	290 lessons
65%	67 days	340 lessons

Regular attendance at school is essential to promote the education of all pupils. The school's ethos demonstrates that children feel that their presence in school is important, that they are missed when they are absent or late. We are very proud of our high attendance levels at Holy Family which was significantly above both local and national levels at 97.05% for the academic year 2025 - 2026.

Attendance for your children last year was 97.35%, which was just above our school average- let's make it even higher this year.

Attendance



Preparing for Secondary

Year 6 is all about preparing your child for their transition into Secondary Education.

- The aim of Year 6 is to ensure that every child has met the expectation for the end of key stage two.
- We want our children to be ready and equipped to face the next steps in their academics, key stage 3.
- It means we need to do our utmost to ensure that they are ready to be successful when they begin Year 7 otherwise they will find the next steps on their learning journey more difficult.
- SATS results support secondary's in generating the children's GCSE targets. SATS results are the secondary's first impression of your child.

SATs

Key stage 2 tests

The statutory key stage 2 tests are timetabled from

Monday 10th May to
Thursday 13th May 2026

Date	Activity
Monday 10 May 2027	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 11 May 2027	English reading
Wednesday 12 May 2027	Mathematics Papers 1 and 2
Thursday 13 May 2027	Mathematics Paper 3

SATs

Vocabulary:

SATs are Standard Assessment Tests. These are carried out annually across the country and will be completed by all Year 6 pupils at the same time.

Your child's SATs will be marked and will be given a raw score (this is the actual mark they get). This is then converted into a scaled score. This is used to allow the scores to be easily standardised and compared with other assessments.

We are aiming for the children to receive a scaled score of 100 or above.

SATs

We will be completing lots of practice assessments throughout the year to help prepare the children for the tests they will be facing in May.

We appreciate that you will be wanting to support your children to prepare; however, we do ask that you avoid using any past official tests papers as we will be using these in school.

CGP do lots of practise papers and short ten minute test books. If your child has a tutor please can you reiterate this message with them.

Weekly Timetable

Year 6 September 2026

	MON	TUE	WED	THU	FRI
8:40 - 9:00	Early Work Number Crunch	Early Work Pencils Poised (Handwriting)	Early Work Great Grammar Super Spellers	Early Work Respond & Reflect	Early Work Feeling Friday
9:00 - 10:00	Writing	Writing	Writing	Writing	Celebration Assembly Mrs O'Neil/ Mrs Spacagna (9:00- 9:30)
10:00 - 10:30	Gospel Worship with Mrs Spacagna	Prayer Worship with Mrs O'Neil	Class Worship		Writing
10:30 - 10:45	Break in the playground	Break in the playground	Break in the playground	Break in the playground	Break in the playground
10:45 - 11:45	Maths	Maths	Maths	Maths	Maths
11:45-12:15	Reading	Reading	Reading	PE	Reading

Weekly Timetable

Year 6 September 2026

	MON	TUE	WED	THU	FRI
12:15-12:55	Lunch then play on the field or playground	Lunch then play on the field or playground	Lunch then play on the field or playground	Lunch then play on the field or playground	Lunch then play on the field or playground
1:00-2:00	Science (1:00-2:20)	Computing	Art/DT	RE	Music
2:00-3:00	PSHE (2:20-3:00)	MFL	RE	History/Geogrpahy	PE
3:00-3:10	Class Story	Class Story	Class Story	Class Story	Class Story

RE



creation

baptism

fall

salvation

Eden

Nicene creed

evolution


 HOLY FAMILY CATHOLIC
 PRIMARY SCHOOL

Year 6

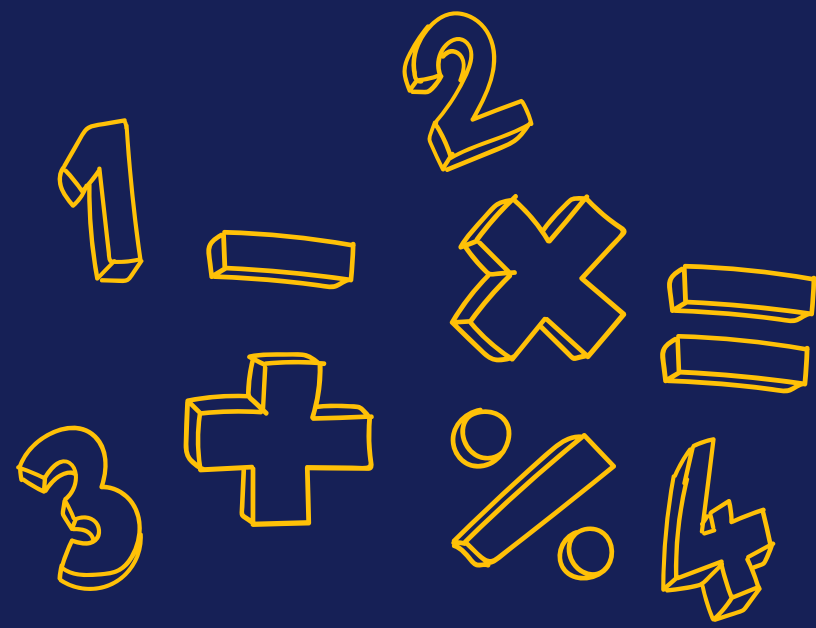


Creation & Covenant

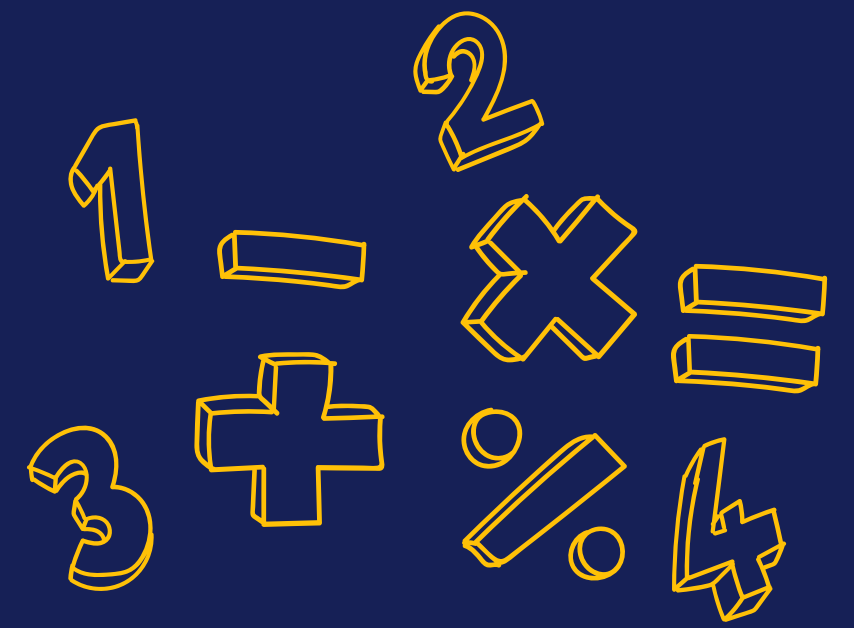
Learning Focus 1 What the poetic forms in Genesis 2 teach us about our relationship with God.	Knowledge The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings.	Knowledge In the first account of Creation, humanity is given stewardship of other elements of Creation. The truth of the second Creation account lies in what it says about human nature and the generosity of God.	Knowledge The world is in disarray because humans choose to do evil again and again. This is called original sin.	Knowledge The story of Adam and Eve explains why the world is no longer as good as it was in the beginning.	Knowledge In Jesus, God restored humanity's relationship with Him.	Learning Focus 4 Laudato Si – what it means to be stewards and what happens when we get this wrong
Learning Focus 2 The Christian belief in original sin and how Jesus restores this.	Knowledge Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit.	Knowledge Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.	Knowledge The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith.	Knowledge Catholic scientists contribute to the scientific account of the beginnings of the universe.	Knowledge Many scientists are Christians and they do not see any conflict between their faith and science.	Learning Focus 5 How the second creation account is compatible with scientific accounts of the beginnings of the universe
Learning Focus 3 Catholic beliefs about the sacrament of baptism.						Learning Focus 6 How Science can lead us to a deeper appreciation of God's love for all creation

In line with our fellow Diocesan schools, we follow the Diocesan lesson plans based on the new RED. This curriculum seeks to present the teaching of religious education in a sequential and progressive form. The framework has four structural elements:

- Knowledge lenses which indicate what should be known by the end of each age phase. These are split into hear, believe, live and celebrate.
- The 'ways of knowing' are the skills which develop as the children progress through their curriculum journey. These are split into understand, discern and respond.
- Expected outcomes are set for each age phase and indicate what pupils are expected to know, remember and be able to do.
- Curriculum branches are the way the programme of study presents its model curriculum. There are six half term branches for each half term which are the same in each year group.



Maths



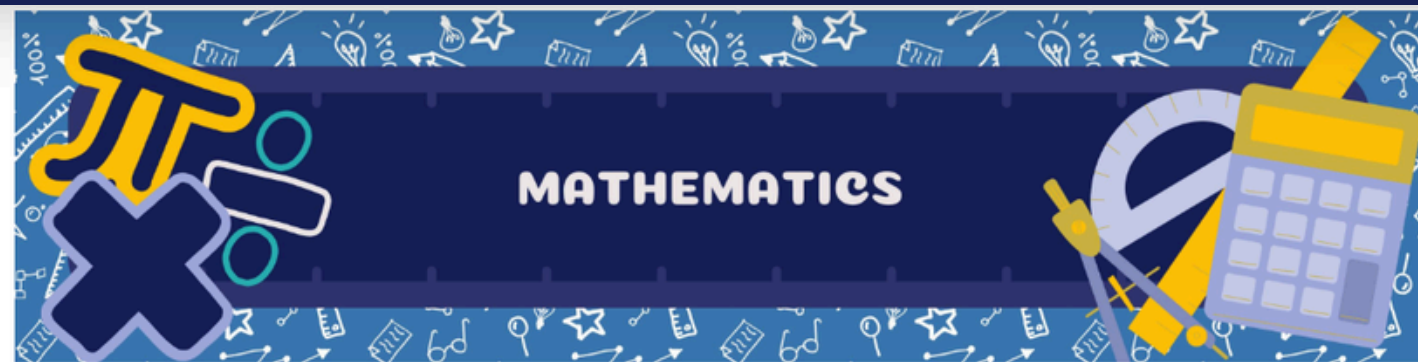
This year we will continue to use Power Maths. It is a mastery-based programme that breaks down concepts into small steps, uses concrete, pictorial, and abstract (CPA) approaches to build deep understanding, promotes growth mindset for all pupils, and includes a range of questions for different needs, leading to a richer and deeper understanding.

The program encourages a "can-do" attitude, fostering resilience and the belief that effort leads to success, helping children view challenges as opportunities to learn.

The programme emphasises collaboration, with opportunities for children to work together and share their understanding, fostering a positive learning environment.

It is designed to spark excitement and curiosity in children, using child-friendly characters to support the lessons and make learning more engaging.

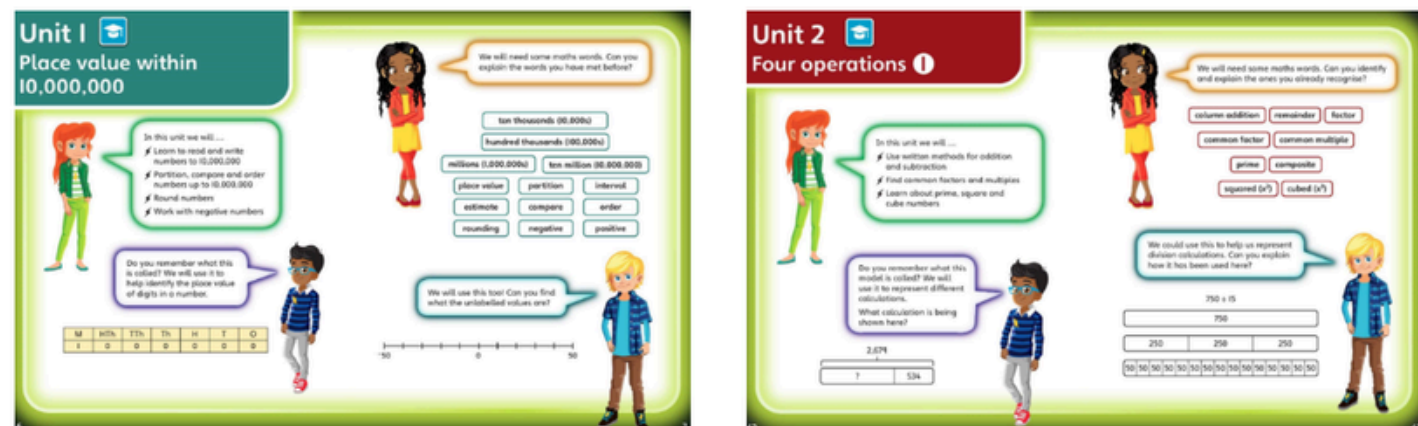
Maths



We use Power Maths as our scheme of work and these knowledge organisers are taken from their resources.

Knowledge organisers include the key information and vocabulary that are required to fully understand a topic. The information in the knowledge organisers are the minimum that should be known, rehearsed and, ultimately, remembered. It is a given that plenty of other technical vocabulary and facts will be encountered and learnt throughout the topic.

Year 6 learners will benefit from learning some of this material ahead of time – by having an initial grounding in a topic, children will enter lessons more able to participate and will be more able to make links to prior learning.



Knowledge organisers, are available on the year 6 maths page of the website, these include the key information and vocabulary that are required to fully understand a topic.

The information in the knowledge organisers is the minimum that should be known, rehearsed and, ultimately, remembered. It is a given that plenty of other technical vocabulary and facts will be encountered and learnt throughout the topic.

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My Maths Targets



I can enumerate possibilities of combinations of two variables.

I can find pairs of numbers that satisfy an equation with two unknowns.

I can express missing number problems algebraically.

I can generate and describe linear number sequences.

I can use simple formulae.

I can solve number and practical problems that involve all the below.

I can use negative numbers in context and calculate intervals across zero.

I can round any whole number.

I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.

Number, Place Value and algebra

I can use estimation to check answers to calculations.

I can solve problems involving addition, subtraction, multiplication and division.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can use the knowledge of the order of operations to carry out calculations involving the four operations.

I can identify common factors, common multiples and prime numbers

I can perform mental calculations, including with mixed operations and large numbers.

I can interpret remainders as whole number remainders, fractions, or by rounding.

I can divide numbers up to 4 digits by a 2-digit whole number.

I can multiply multi-digit numbers up to 4 digits by a two-digit whole number.

$+$, $-$, $\times$ and $\div$

I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

I can solve problems involving similar shapes where the scale factor is known or can be found.

I can solve problems involving the calculation of percentages.

I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Ratio and Proportion

I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

I can calculate the area of parallelograms and triangles.

I can recognise when it is possible to use formulae for area and volume of shapes.

I can recognise that shapes with the same areas can have different perimeters and vice versa.

I can convert between miles and kilometers.

I can use, read, write and convert between standard units.

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Measurements

I can use estimation to check answers to calculations.

I can solve problems involving $+$, $-$, $\times$ and $\div$

I can use written division methods in cases where the answer has up to 2.d.p

I can multiply 1-digit numbers with up to 2 d.p by whole numbers.

I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

I can associate a fraction with division and calculate decimal fraction equivalents.

I can divide proper fractions by whole numbers.

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

I can $+$ and $-$ fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can compare and order fractions, including fractions > 1 .

I can use common factors to simplify fractions; use common multiples to express fractions in the same denominator.

Fractions, Decimals and percentages.

I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

I can describe positions on the full coordinate grid.

I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

I can illustrate and name parts of circles, including radius, diameter and circumference.

I can find unknown angles in any triangles, quadrilaterals, and regular polygons.

I can compare and classify geometric shapes based on their properties and sizes.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can draw 2-D shapes using given dimensions and angles

Geometry

I can calculate and interpret the mean as an average.

I can construct line graphs.

I can interpret line graphs.

I can construct pie charts.

I can interpret pie charts.

Statistics

English



At Holy Family, our English curriculum is built on the belief that high-quality literature inspires a love of learning. Across reading, writing and spoken language, we use a range of classic and modern texts to develop confident, thoughtful communicators.

Each learning journey begins with an in-depth exploration of an exceptional text. Pupils are encouraged to read widely, speak clearly, and write with purpose and creativity.

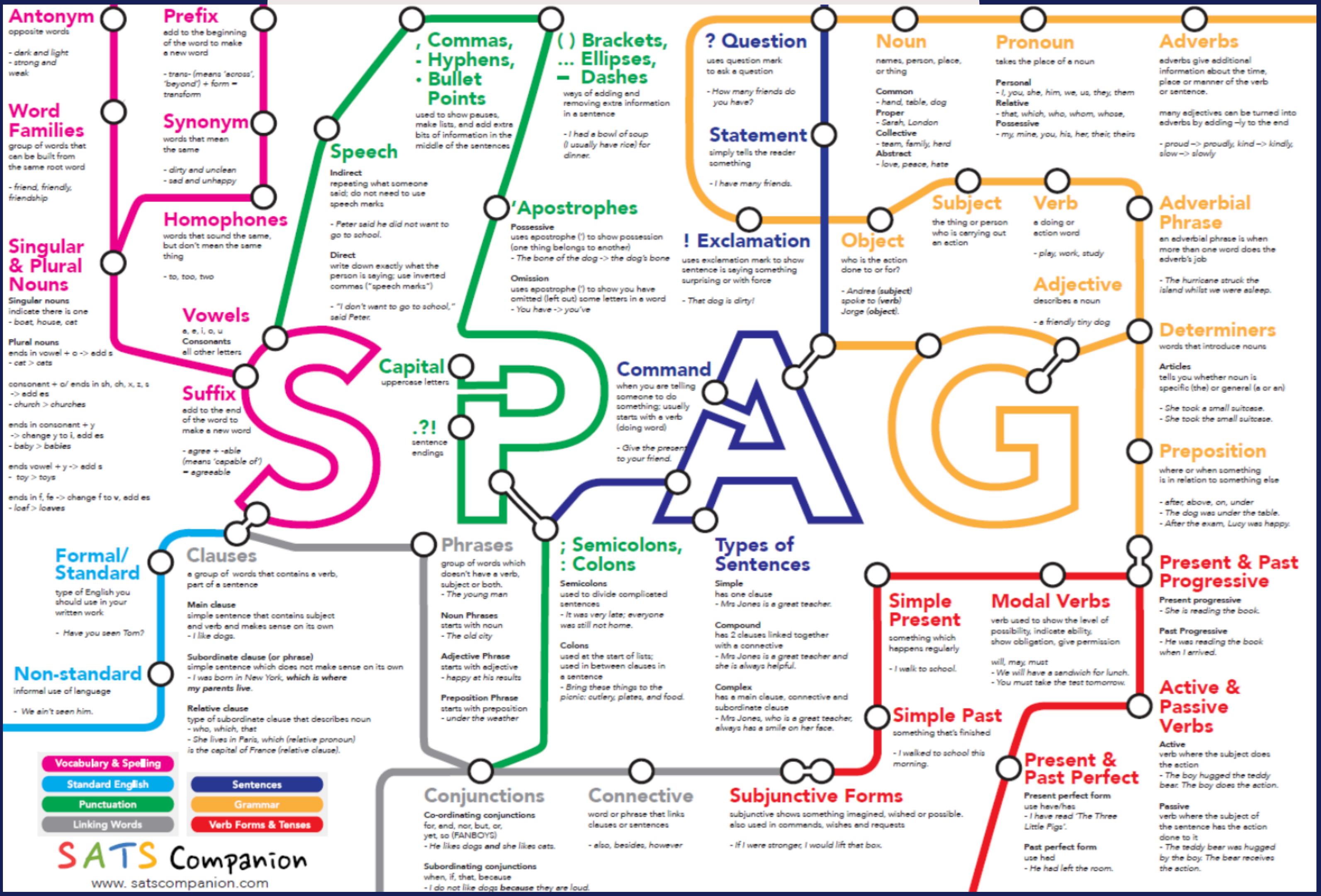
Weekly extended writing sessions are supported by focused sentence progression, spelling, punctuation and grammar lessons, helping pupils refine their skills and express themselves effectively.

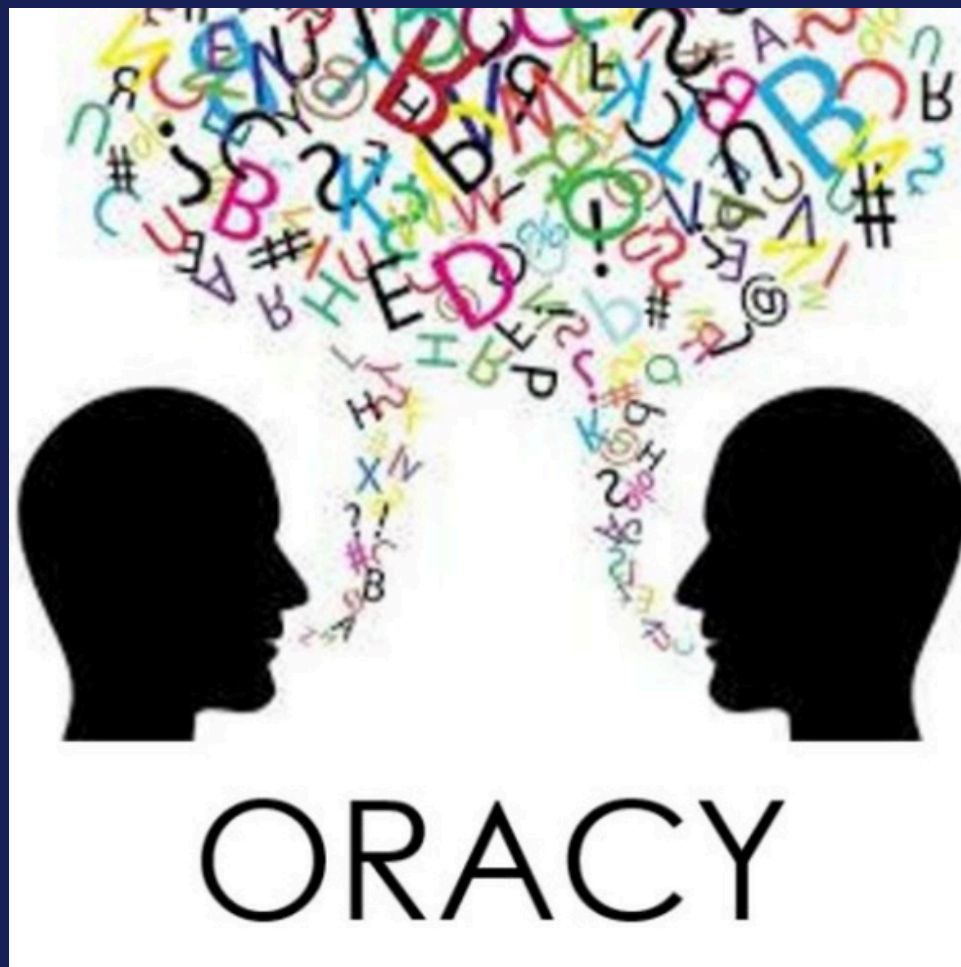
English

Extended writing tasks are worked on each week, with planning sessions culminating in the completion of a piece of 'Extended Writing'. Learning objectives for each piece cover both grammar and composition.

Neat and tidy joined handwriting is actively encouraged. Children should use a blue handwriting pen that is provided by the school. They should not use Bic style biros.

Discrete grammar skills are taught through a weekly grammar lesson. All grammar content covered is summarised on the next slide. Children's knowledge of terminology is a crucial part of learning in grammar lessons.





English

Oracy is built into everything we do in Year 6.

Oracy is learning to talk and talking to learn.

We teach the children to speak their learning out loud.

- Using words to say how I feel
- Greeting adults and each other using their name
- Using my turn, your turn
- Speaking in front of other people
- Using stem sentences in my learning and then speaking in a full sentence
- Saying prayers and responses

The Oracy Framework



Here are some things to think about when you are using your oracy skills:



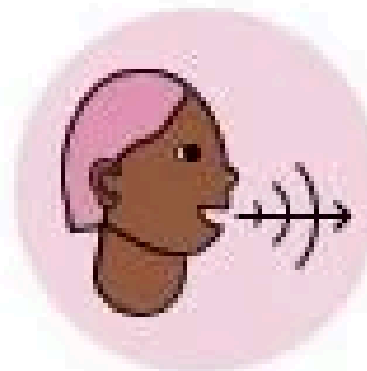
Physical

Are you thinking about the speed and volume of your voice?



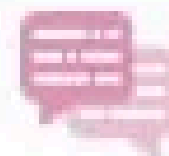
Are you using gestures and expression to help make your point?

Are you facing who you are speaking or listening to?

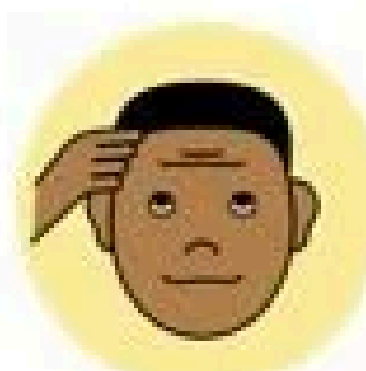


Linguistic

Are you using sentence stems to link others' ideas?



Are you using new and appropriate vocabulary?



Cognitive

Is what you want to say clear and organised?



Are you asking relevant questions and responding to others?



Are you giving reasons for what you are saying?



Social & Emotional

Are you taking turns to talk and listen and encouraging others to take part?



Are you talking confidently and thinking about your audience?



Science



Our science curriculum is designed to inspire a love of learning, enabling pupils to explore, ask questions, and develop a strong foundation in scientific knowledge and enquiry.

We follow the White Rose Science scheme, which supports a clear, consistent, and well-sequenced progression of scientific knowledge, skills, and vocabulary from Early Years through to Year 6. White Rose Science ensures that children revisit key concepts throughout their primary education, building on previous learning and developing a deeper understanding over time.

Our science learning this year will include:

Autumn - Living things and their habitats, Electricity

Spring - Light, Circulatory system, Lifestyle and Diet

Summer - Adaptations and variation, Fossils

Foundation Subjects

In Year 6 we will be teaching a variety of different things across our Foundation Curriculum.
For many of these, we will be using a scheme called Kapow.

History - the Census in the local area, impact of WW2 on British people and the Sikh Empire

Geography - population change, where energy comes from and independent fieldwork

Art / DT - drawing, sculpture, studying a variety of artists in our painting topic and cooking

Spanish - for Spanish, our curriculum in Year 6 focuses more on the children's lives

themselves: Clothes, School life, Household tasks, Shopping, Hobbies and free time.



Online Learning

Homework is used meaningfully to support pupil progress. All homework will now be set and completed online. This approach will enable us to monitor responses more effectively, provide timely feedback where appropriate, and use pupils' learning to help inform future planning and teaching.



	Maths	SPaG	Reading
Year 6	1 x weekly set of questions based on previously learned content, set on maths.co.uk for children to complete weekly. 3 x weekly engagement on TTRS.	1 x weekly set of questions based on previously learned content, set on spag.com for children to complete. 1 x weekly Spelling Shed activities based on that week's spellings for children to complete.	Children read with an adult at least four times each week. Please record each session in the reading record and sign it as a parent or carer.

Supporting your child at home

Ways to support your child at home:

Reading - children need to continue to read every day at home. We want to foster a love of reading; however, it is important they still read aloud to an adult to improve their fluency, oracy and comprehension skills.

Writing - continued support with spelling practice. This reinforces what we have learnt at school and helps improve children's vocabulary. Additionally, encourage high expectations of your child to use full sentences and correct grammar.

Maths - homework is based on prior learning so all children will be familiar with the concepts being used. If completing additional Maths activities to improve their learning, please focus on the four operations (arithmetic) and times tables practice (instant recall - to support long division). Additionally, general day to day Maths concepts (eg. telling the time, using bus timetables, measuring when cooking).

Trips

Junior Citizen - this is a trip where Year 6 take part in lots of mini-workshops based around living safely in the world around us - eg. National Rail, First Aid, RNLI

Isle of Wight

Residential trip of five days and four nights duration

Trip dates 2027 (wc 7th June '27 - week after half term)

Following the deposit payment, you will have the opportunity to pay in monthly instalments

Paperwork will be sent home shortly.

Isle of Wight

Leaving school 9.00 Monday, returning around 4pm Friday

Price includes all costs excluding pocket money

Operator – Activity Island IOW

Hotel – Wight Hill Hotel Sandown

*Accompanied by 5 staff members, dedicated driver and coach
Four and a half days of activities – morning, afternoon and evening.

Isle of Wight

Activities:

- Mini Golf
- Model village
- Monkey Haven
- Blackgang Chine
- Tree climbing
- Bowling
- Theatre trip
- Water Sports
- Sandcastles on the Beach
- Osborn House



Clubs

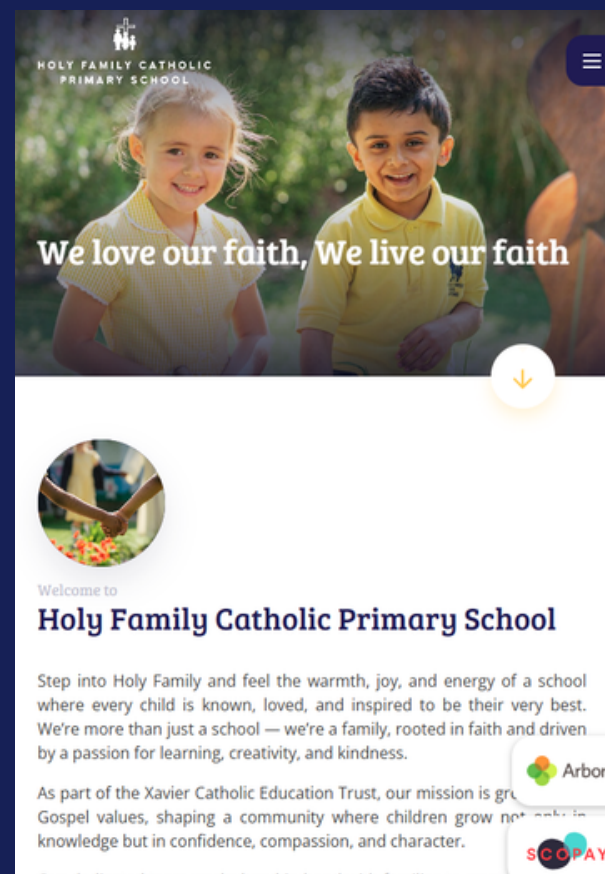
Autumn Term 2026	Yr Group	Monday	Yr Group	Tuesday	Yr Group	Wednesday	Yr Group	Thursday	Yr Group	Friday
Before School	R - Y6 (7:30am - 8:40am)	Breakfast Club (The Hutch)	R - Y6 (7:30am - 8:40am)	Breakfast Club (The Hutch)	R - Y6 (7:30am - 8:40am)	Breakfast Club (The Hutch)	R - Y6 (7:30am - 8:40am)	Breakfast Club (The Hutch)	R - Y6 (7:30am - 8:40am)	Breakfast Club (The Hutch)
					Y2-6 (8:10am - 8:40am)	Dodgeball PS Sports (Hall)				
Lunch										
After School	Y3-6 (3:10pm - 4:10pm)	Creative Club (Classroom)	Y1-2 (3:10pm - 4:10pm)	Creative Club (Classroom)	Y1 - 6 (3:15pm - 4:15pm)	Mad Science (Yr 1 Classroom)	Y1 - 6 (3:10pm - 4:10pm)	Acro Club (Hall)	Y2 - 6 (3:10pm - 4:20pm)	Fun & Fitness Club PS Sports (Hall)
	Y1-6 (3:15pm - 4:15pm)	Judo Club (Hall)	Y1-3 (3:10pm - 4:20pm)	Dodgeball PS Sports (Hall)	R - Y6 (3:15pm - 4:15pm)	Spanish Amigos (Yr 4 Classroom)	Y1 - Y6 (3:10pm - 4:20pm)	Football Club PS Sports (Sports Field)		
			Y2-6 (3:15pm - 4:15pm)	Chess Club (Yr 3 Classroom)	Y2-6 (3:15pm - 4:15pm)	The HF Cheer Club (Hall)				
			Y4-6 (3:15pm - 4:15pm)	Netball Club (Netball Court)						
	R - Y6 (3:10pm - 6:00pm)	Afterschool Club (The Hutch)	R - Y6 (3:10pm - 6:00pm)	Afterschool Club (The Hutch)	R - Y6 (3:10pm - 6:00pm)	Afterschool Club (The Hutch)	R - Y6 (3:10pm - 6:00pm)	Afterschool Club (The Hutch)	R - Y6 (3:10pm - 5:00pm)	Afterschool Club (The Hutch)

We run a number of clubs for our children, both before school and after school.

We also have a very successful wraparound care club that runs every day from 7:30am to 6pm (5pm on Fridays).

Communication

We strive to communicate with our school community using timely, clear, and accessible information shared through various channels like emails, school websites, newsletters, instagram, and face-to-face meetings such as parent-teacher conferences.



Our website contains a wealth of information about our school and your child's learning.



Our school newsletter is published every fortnight.



We have a very active school Instagram account. Please give us a follow to see all the wonderful things that happen in our school.

E-Safety

As children in Year 6 are growing up, they are more likely to be using devices and phones etc.

Part of our role is to ensure children are able to use these safely. We have already started our first Computing topic - E-Safety; however, we will need your support to ensure your children are safeguarding correctly online.

Please make sure that their devices are set up with the correct parental controls and that their devices are monitored. This is to keep your children safe.

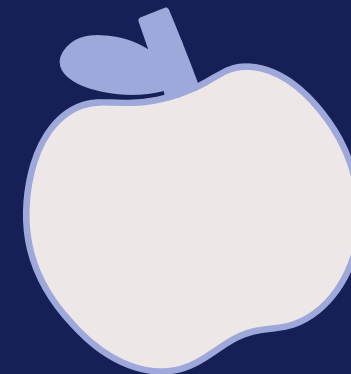
Please remember:

- the minimum legal age to use WhatsApp is 13.
- most social media platforms also have an age limit of 13.



Questions time

Please, feel free
to ask any questions!



Thank you!

It's going to be a great year!

