



# Welcome to St Thomas of Canterbury Catholic Primary School

Being the best that we can be



**Welcome to  
Year 6!**

# Senior Leaders at St Thomas



## Leadership Team



**Kate Carter**  
Headteacher  
Deputy Designated  
Safeguarding Lead  
ECT mentor



**Amy Grove**  
Assistant  
Headteacher:  
Teaching and Learning  
Year 6, St Mary  
Online safety Lead  
SLT



**Mark Jones**  
Assistant  
Headteacher: Pupil  
behaviour, Community  
and Extended Schools  
PE Leader, EVCo  
Deputy Designated  
Safeguarding Lead  
PTA Liaison  
SLT



**Esther Sharpe**  
Assistant  
Headteacher: Data  
and Assessment  
Designated  
Safeguarding Lead  
Year 6, St Mary  
English Team Leader  
SLT



**Nikki Davis**  
Year 1, St David  
RE Leader  
Pupil Voice  
SLT



**Sam Sumsion**  
EYFS, St Salvatore  
EYFS Leader  
S=P+A+C+E for  
EVERYONE  
SLT



**Caroline McNiff**  
Inclusion Leader  
SENDCo  
Deputy Designated  
Safeguarding Lead  
SLT

# Year X Teaching Team

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Mrs Bond



Mrs Lewis



Mrs Sharpe



Mrs Williams



# RE: RED Curriculum

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Our branches covered throughout the year:

Creation and Covenant

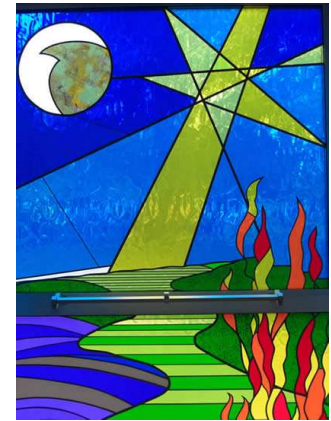
Prophecy and Promise (Advent – Jesus' birth)

Galilee to Jerusalem (Jesus's life)

Desert to Garden (Lent – Jesus' death and resurrection)

To the ends of the earth (Ascension and Early Church)

Dialogue and Encounter (Other Christian faiths and other faiths)



# RE: Prayer and Liturgy bags

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These will be sent home on a Monday or Thursday.

If you receive the Prayer and Liturgy bag on a Monday, please return it on Thursday.

If you receive the Prayer and Liturgy bag on a Thursday, please return it on the following Monday.

# English

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Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# English



verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

- The children cover a wide range of aspects in English and continually improve the children's reading and writing skills. We will maintain a high target.
- We use a variety of punctuation in children's writing.
- There is a focus on punctuation (grammar) in writing.
- Children will bring their own writing to school and they will be encouraged to use their own writing too.

Let's eat grandpa.  
Let's eat, grandpa.

correct punctuation can  
save a person's life.

e  
tion.  
arn and  
their

# Reading

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The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

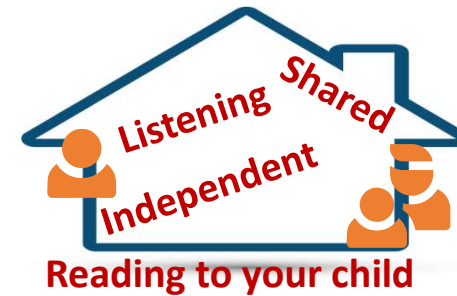
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# Reading for pleasure

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Please encourage your child to read books that they want to read – as well as their school book.

Reading to your child is as important as hearing them read.

Please record all reading in their reading record books.

If it is a school book please record the name of the book followed by (RS). RS = Reading Scheme.

If it is a book they have chosen to read for pleasure, record the name of the book followed by (RP). RP = reading for pleasure.

Children will choose a reading for pleasure book from school book corners and the school but do not let you restrict you. Make use of the local library, book swaps, charity shops etc.

Our ultimate aim is to get children reading because they love it!

# Teaching Reading: Master Readers

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- This is a programme that helps pupils successfully transition out of a phonics programme.
- Uses a whole book approach when teaching reading so that pupils learn to enjoy reading a wide variety of genres written by a variety of authors.
- Develop pupils' vocabulary so that they become masters at selecting words for impact.
- Help pupils acquire the skills needed to show their understanding when answering questions in discussion and when writing answers.



# Developing as writers

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Being the best we can be.... as writers...

Use of coloured pens:

- **Green for go Green-** Green for capital letters at the start of a sentence (and for all proper nouns)
- **Red for stop-** Red for full stops and all other forms of punctuation- commas, exclamation marks, question marks, colons, semi colons, inverted commas etc
- **Purple power-** Purple for improving, editing and reflections
- **Blue/Black** for teacher marking

# Maths:

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Our teaching for mastery approach in mathematics allows all children to deepen their understanding and conceptual awareness through a carefully planned series of lessons. Children will develop their mathematical:

- **Fluency** – Rapid and accurate recall and conceptual understanding,
- **Reasoning** – Use of mathematical language to explain how you know something and making generalisations,
- **Problem solving** – Using and applying mathematical knowledge to solve problems.
- **Arithmetic** – mental maths strategies and knowledge.

Where maths can be taught and explored through real-life contexts, we seek to offer these opportunities to children too.

# Maths: Key Instant Recall Facts



KIRF's are the fundamental facts which children need to memorise to achieve fluency and confidence in maths.

These include things such as number bonds, times tables and doubling. By mastering these facts children have a much stronger foundation to tackle more complex mathematical tasks.

This year you will receive a document which highlights the key facts which you can support your child with at home, we have included some suggestions to help.



## Year 1

Below are the key instant recall facts (KIRF) your children should be confident with by the end of Year 1. KIRF are the fundamental facts which children need to memorise to achieve fluency and confidence in maths. These include things such as number bonds, times tables and doubling. By mastering these facts children have a much stronger foundation to tackle more complex mathematical tasks.

### Autumn

- Count forwards and backwards to 20
- Know number bonds to 5
- One more and one less within 10

### Spring

- Count in 2s, 5s, and 10s
- Doubles of numbers to 10
- Know number bonds to 10

### Summer

- Halves of even numbers to 10
- One more and one less within 20
- Count to and across 100

### Tips for Practice at Home:

1. Use flashcards or apps like Times Tables Rockstars
2. Conversions in everyday contexts (e.g. cooking, measuring)
3. Have quick-fire quizzes in the car or at dinner
4. Building blocks or counters to explore shape and number
5. Shopping to explore adding, multiplication and money

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- Arithmetic – mental maths strategies and knowledge.**

Where maths can be taught and explored through real-life contexts, we seek to offer these opportunities to children too. For example in science, D&T and geography.

TTRS

# Autumn Term

## History:

Victorian Workhouses and Crime and Punishment  
The Industrial Revolution  
Visit to the Spike  
Class Text is 'Street Child'

## Geography:

Looking at the world in 1850 and comparing it to now through aspects of human and physical geography

## Science:

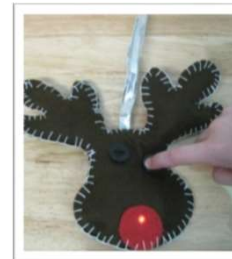
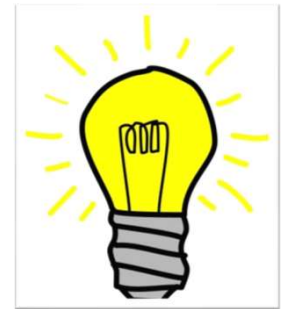
Electricity and circuits  
Light

## DT:

Design and make a light up Christmas Tree decoration

## Art:

Victorian art including researching William Morris



# Spring Term

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## English

Shakespeare – A Midsummer Night's Dream

## Geography:

Field Studies

## History:

World War II with a focus on the Battle of Britain and its impact

## Science:

Light

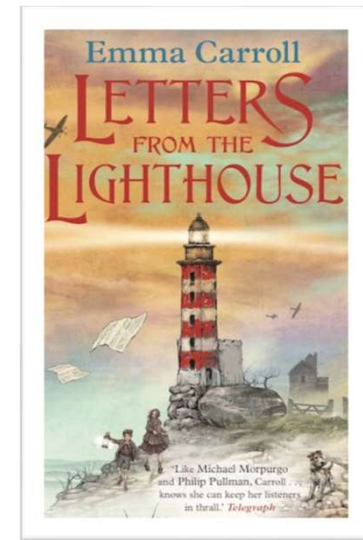
Animals including humans

## DT:

Baked savoury scones

## Art:

A Midsummer Night's Dream inspired sculpture



# Summer Term

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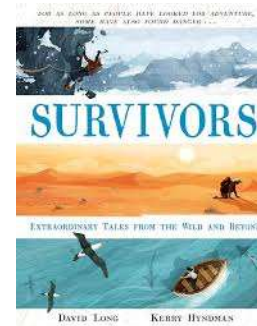


**Geography:**  
Impact and causes of Climate Change

**Science:**  
Living things and their habitats  
Evolution and inheritance

**DT:**  
Making free-standing structures  
Making books for their autobiographies

**Art:**  
Developing techniques in printing



# Year group key information

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## Homework:

### Reading

In Year 6 we ask that the children read at home every day for 20-30 minutes and discuss what they have read. Please could the children record the numbers of at least 4 questions each week, in their reading record. These questions can be found on the inside cover of the reading records.

### Grammar

The children will complete a workout in a CGP book each week to further embed their understanding of grammatical terms, this will be set on a Friday and will be due in on the following Friday.

### Maths

The children will complete a workout in a CGP book each week. This will be set on a

# Year group key information

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Homework:

## Spelling

Each week, the children will be set a list of spellings to learn for homework. Sometimes the spellings will follow a pattern/ rule and sometimes they will be statutory words that do not follow a set rule.

We ask that children practise the words at home at least 3 times during the week and then write a paragraph (or more) to demonstrate their understanding of the new spelling vocabulary.

The paragraph should be at least 5 sentences long, punctuated accurately, and each sentence should contain at least one of the spelling words. The children may choose to write a story, a newspaper report, a comic strip or any genre of their choosing – choose something different each week. These spellings will be tested each week in a dictation.

# Year group key information

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## Homework:

Other homework tasks such as: research activities, an RE activity, song words for a performance etc. will be set on a weekly basis.

Please check your child's Homework Diary for any homework set and sign weekly. Please continue to support your child with any homework given. Your child has a bookmark of the Learning Partner Promise in their diary and this should be used.

# Year group key information

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PE Days:

PE Kit reminders:

Please ensure your child comes in their PE kit on the appropriate days and that PE jumpers are fully named.

If your child has a sports club, they may come into school in their PE kit for that day.

# Year group key information



## Key dates

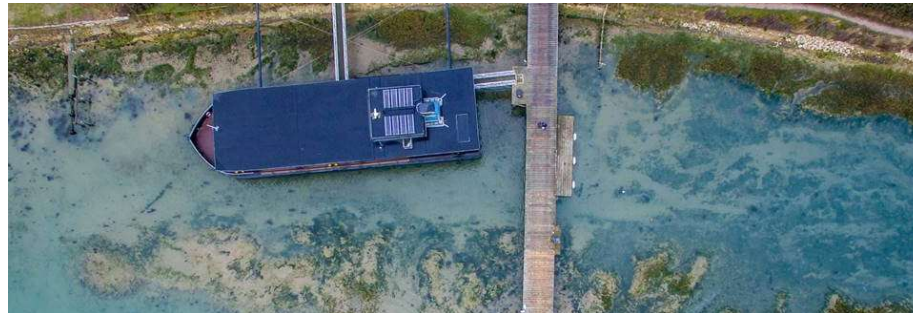
- 6M Class Worship: 26<sup>th</sup> September
- Bikeability: wb/ 22<sup>nd</sup> October and 29<sup>th</sup> October
- The Spike Visit Friday 14<sup>th</sup> November
- Advent Service: 18<sup>th</sup> December
- 6L Class Worship: 20<sup>th</sup> March
- SATs 11<sup>th</sup> May
- CYE Residential 6<sup>th</sup> July (6L) 8<sup>th</sup> July (6M)
- Year 6 retreat – Wintershall 15<sup>th</sup> July (TB)
- End of year production: 24<sup>th</sup> and 25<sup>th</sup> June
- Leavers' Mass: 16<sup>th</sup> July



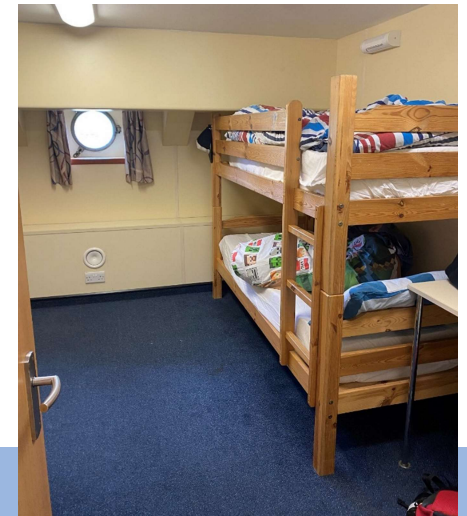
# Year 6 Residential

6<sup>th</sup> - 10<sup>th</sup> July 2026

6L: 6<sup>th</sup> -8<sup>th</sup> July 6M: 8<sup>th</sup> - 10<sup>th</sup> July



<https://www.cye.org.uk/>



# Secondary Schools Admissions

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Apply online at: [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions)

The recommendation is that parents should apply by **Friday 17<sup>th</sup> October** (applications will be accepted up to 31st October).

The website is live now!

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# Year group key information

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Forest School dates:

Clothing:

- Long-sleeved t-shirt, to prevent scratches or stings
- Comfortable long trousers, to prevent scratches or stings.
- Wellies or outdoor boots, waterproof and comfortable is essential.
- In cold or wet weather, wear waterproofs, warm jogging bottoms a hat, gloves, and a warm coat. Don't forget to layer up! You can always remove items if needed.
- In warm or sunny weather, keep shoulders covered, wear a sunhat, sun cream.

# Parent Evening Dates this year

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## Autumn Term:

Wednesday 15th October (remote)

Monday 20th October (in person)

## Spring Term

Tuesday 10th February (in person)

Wednesday 25th February (remote)

# Year group key information



## Learning at a Glance



St Thomas of  
Canterbury Catholic  
Primary School

[Home](#) [Our School](#) [Learning](#) [Catholic Life](#) [Admissions](#) [Parents](#) [Policies](#) [PTA](#) [Contact Us](#)



**This Week's Learning at a Glance**

**Annual Calendar 2025-26**

**Weekly Newsletters 2025 - 26**

**School Uniform**

**The School Day**

**School Clubs and Activities**

**Breakfast and After School Club**

**School Meals and Packed Lunches**

**Home Learning with Google Classrooms**

**Parent Learning Workshops**

# Statutory Assessments

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SATs: 11<sup>th</sup> May 2026

Monday 11<sup>th</sup> May: GPS paper  
Spelling paper

Tuesday 12<sup>th</sup> May: Reading

Wednesday 13<sup>th</sup> May: Maths arithmetic  
Maths Reasoning paper 1

Thursday 14<sup>th</sup> May: Maths Reasoning paper 2

SATs parent information evening 22<sup>nd</sup> January 2026

# Uniform Reminders

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Please can all coats, sweatshirts, sunhats, water bottles and lunch boxes be named

Jewellery: simple crucifix may be worn and if a child has their ears pierced, earrings must be plain studs

[Link](#) to the website with year group specific guidance on school uniform

Layers for the winter - base layers/thermals/ vests

# Other Reminders

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Please notify THE OFFICE if your child is being picked up/ going home with someone other than their parent at the end of the day.

Please also notify your child's class teacher when your child is walking to or from school on their own; a letter has also been sent out for your child to be registered on the walkers list. Any children who walk to or from school by themselves may carry a brick style (not smart) mobile phone which will be handed in at the beginning of the day and kept securely in the office during the day. This phone must be turned off once your child has arrived at school and may not be used within school grounds at the end of the day.

# Other Reminders

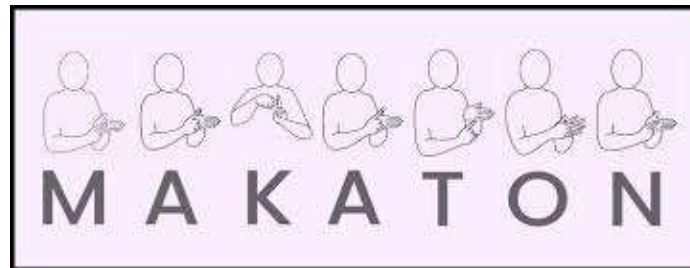
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Please ensure your child has a labelled waterproof coat so that we can use all the exciting, outdoor learning areas throughout the year.

You might want to mention about healthy snacks and if you would prefer birthday books to sweets being brought in.

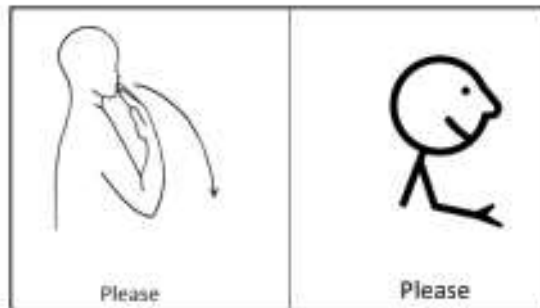
# Makaton



Good morning



Good morning



Please

Please



Thank you



Thank you



To sit



To sit



Toilet



Toilet

# Weekly Awards

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- Successful and Confident St Thomas' Learners: Making **S=P+A+C+E** for learning
- GOLDEN RULE: Following our **GOLDEN THREADS**
- Making **S=P+A+C+E** for **EVERYONE**
- Making **S=P+A+C+E** for **ME**: Healthy choices
- Being a Responsible Role Model
- Wonderful Writing
- **GREEN AWARD** Looking after the environment



**Mrs Carter has an open  
door policy**

**Please always feel you can call,  
email or meet to talk**

**THANK YOU!**

