The Marist Catholic Primary School

With Christ as our guide, we learn, we love, we achieve together.

XAVIER CATHOLIC EDUCATION TRUST

Welcome to Year 6

Mr Moore

Mrs Pachana

Miss Ripley

Mrs Fields
Mrs Parvin
Miss Hubbard

With Christ as our guide,
we learn, we love, we achieve together.

Safeguarding Team

Any safeguarding concern must be reported to the DSL. In their absence, please report to a Deputy DSL.

Emily Fanzo
Head Teacher

Jenna Cannon
ELSA

Bethan Punter
SENCo

Rebecca Stadie
SENCo Assistant

Deirdre Turner
ELSA

Anastasia Wright
Assistant Head

Useful Links:
https://www.nspcc.org.uk/

https:/www.surreycc.gov.uk/children/contact-childrens-services

https:/www.mindworks-surrey.org/

https:/www.surrey.police.uk/contact/af/contact-us/

https:/www.healthysurrey.org.uk/

Curriculum Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
RE	Creation & Covenant	Prophecy & Promise	Galilee to Jersalem	Desert to Garden	To the ends of the Earth	Dialogue & Encounter
English	Journey to the River Sea	Journey to the River Sea	Wolf Wilder	Holes	SATs prep	The Island and Transition
Master Readers	Journey to the River Sea	Maya- non fiction	Wolf Wilder	Holes	SATs prep	Floodland
History/ Geography	Why does population change?	Maya	Where does our energy come from?	Crime and Punishment	Queens	Independent Fieldwork Enquiry
Science	Classification	Light	Electricity	Evolution and Inheritance	Animals inc Humans	Animals inc Humans

Knowledge Organsiers

The Marist RC Primary School	Knowledge Organiser
Year 6, Science Autumn	Living things and their habitats

Builds on and leads to …

Build on from Year 4…
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
Give reasons or classifying plants and animals based on specific characteristics.
Leads to in KS3 …
Biodiversity, gene pools and extinction.
Food chains and webs, changes to food webs.

Enquiry/skills

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using classification keys, labels, tables and line graphs
- using test results to make predictions to set up further comparative and fair tests
- presenting findings from enquiries using causal relationships and explanations of and degree of trust in results

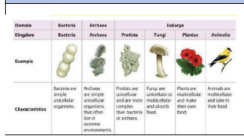
What will I know by the end of the unit?

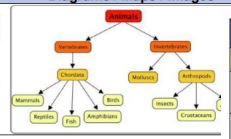
- Introduced to the concept of broad groupings, such as micro-organisms, plants and animals can be subdivided.
- Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).
- To discuss reasons why living things are placed in one group and not another.
- Start to understand the significance of the work of scientists such as Carl Linnaeus.
- Using keys to identify some animals and plants in the immediate environment.

Vocabulary

Arachnid	An animal that has eight legs and a body formed of two parts
Reptile	A vertebrate animal that has dry scaly skin and lays eggs on land
Amphibian	An animal that is born with gills then develops lungs, lays eggs in water, damp skin, body temperature changes
Crustaceans	Mostly live in water with a hard shell and segmented body
Vertebrate	An animal with a backbone
Invertebrate	An animal without a backbone
Bird	A warm-blooded egg-laying vertebrate animal with feathers, wings and normally able to fly.
Habitat	The natural home or environment of an animal, plant or other organism
Insect	A small animal that has six legs and generally one or two pairs of wings
Mammal	A warm-blooded vertebrate animal, distinguishable by the possession of hair or fun, females secreting milk for young and typically giving birth to live young
Microorganism	A microscopic organism, especially a bacterium, virus or fungus
Classification	Living things can be classified into broad groups according to observable characteristics that are similar or different. Microorganisms, plants and animals can be subdivided.

Diagrams / Maps / Images

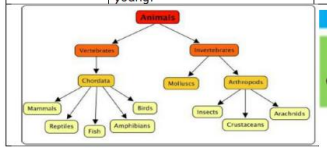




The Marist Primary School	Knowledge Organiser

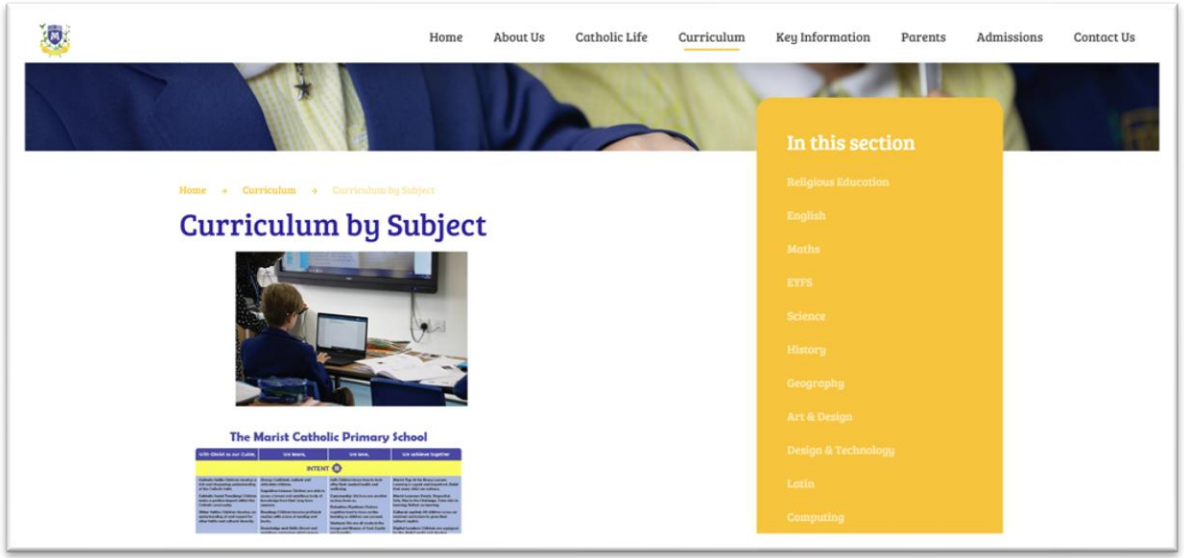
Year 6 Autumn: Living Things and Their Habitats

Lesson 1 Can I design and use classification keys?		Lesson 2 Can I recognise different groups of animals and their features?		Lesson 3 What different ways are there to classify living things?		Lesson 4 What are micro-organisms?
arachnid	An animal that has eight legs and a body formed of two parts	Crustaceans		Mostly live in water with a hard shell and segmented body	bird	A warm-blooded egg-laying vertebrate animal with feathers, wings and normally able to fly.
reptile	A vertebrate animal that has dry scaly skin and lays eggs on land	Vertebrate		An animal with a backbone	habitat	The natural home or environment of an animal, plant or other organism.
amphibian	An animal that is born with gills then develops lungs, lays eggs in water, damp skin, body temperature changes	invertebrate		An animal without a backbone	insect	A small animal that has six legs and generally one or two pairs of wings.
mammal	A warm-blooded vertebrate animal, distinguishable by the possession of hair or fun, females secreting milk for young and typically giving birth to live young.	Microorganism	A microscopic organism, especially a bacterium, virus or fungus.		classification	Living things can be classified into broad groups according to observable characteristics that are similar or different.



Microorganism

An organism that is microscopic, for example, a bacterium, fungus or virus.



RSE

- Puberty and reproduction are taught as part of our PSHE curriculum in Autumn 2 and Spring 1.

- Further information and resources will be sent out nearer the time.

Routines and timetables

- Children can arrive from 8.30. Unless your child is in Breakfast Club, please do not let them arrive earlier and wait, unless you are prepared to wait with them. They will not be supervised until 8.30.
- Classrooms are open from 8.35.
- The registers close at 8.45 and the front gate will shut just before then. Your child will be marked late if they arrive after this time.
- Pick up is at 3.15 for all children.
- If you would like your child to walk home, you will need to give written permission. Please contact the office about this.
- Should going homes plans change, please email the office and class teacher. Hopefully your child should remember what their going home plans are.
- If your child brings a snack to school, please ensure it is fruit or vegetables.

Timetable

Yr 6	8:45-9.00	Session 1 9- 10:35		10:35–10:50	10:50- 12:15		12:15 – 1:00	1:00 -3:15	
		9:10-9:40	9:40-10:30		10:50-11:45	11:45- 12:15		1:00-2:10	2:10-3:15
Mon	WSW	Master Readers	English	B	Maths	Spelling	L	PE	Art / Computing
Tues	WTS	Master Readers	English	R	Maths	PSHE	U	RE	Geography
Weds	Celebration worship	Master Readers	English	E	Maths	Spelling	N	RE	DT
Thurs	In class Worship	Master Readers	English	A	Maths	Spanish	C	Science	SPAG/ arith / Homework
Fri	Worship	Master Readers	English	K	Maths	Spelling	H	Music	PE

Statutory Assessments in Year 6

Year 6 is about ensuring your children are secondary ready.

- The aim of year 6 is to ensure that every child has met the expectation for the end of key stage two so they are ready for key stage 3.
- This is evidenced by a test and does demonstrate if your children are secondary ready and this information is shared with their secondary schools.
- SATS results support secondary schools in generating the children's GCSE targets and are the secondary schools' first impression of your child.

SATS

- Week Beginning: Monday 10th May 2026- Friday 14th May 2027
- Please don't book any trips away during this time.
- **Please don't use past official tests or Twinkl papers**– we will use those in class for our assessments and tracking– 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.
- Lots of small group intervention in class where needed.
- Boosters.

- After each practice week that we will do, we will be sending home their papers for you to look at.

- We need parental support to ensure the children are producing their best efforts throughout the year.

- This is not something we can cram, learn and revise the week before.

- **We do need you to encourage your children that this year is important and it is their opportunity to show off the last 4 years of learning.**

- **We will also hold a SATS meeting with more information nearer the time.**

Vocabulary

- **Scaled score**

- The SATS are marked and the child receives a raw score. This is converted into a scaled score.

- We are aiming for the children to be 100 scaled score and above.

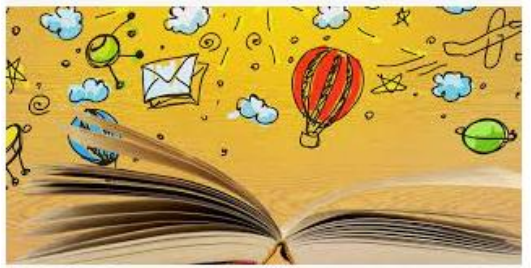
Stress

- Stress, worry and anxiety are parts of life.
- Our job together is to prepare the children for this.
- We need to provide the children with strategies to support them through their feelings.

Supporting your child at home

Reading

- Pupils in Year Six need to continue reading and develop the range of books that they read.
- Reading diaries are expected in each Tuesday completed and signed. Reading diaries should show the pages read.
- They should all be reading **every day**.
- Knowledge organisers and online learning to support and extend learning.



Writing

- Reading is the best support for writing and spelling.
- Reading books that challenge your child can support with their writing.
- Encouraging your child to speak in full sentences is really good for their writing. Correcting their grammar and asking them to repeat it back to you correctly support their sentence structure.

Maths

- If you are finding helping them with maths homework hard, please direct them to their class teacher. All homework is what they have learnt in class. So the children should be able to complete it independently.
- Times tables should be learnt with quick recall. Important for long division.
- 4 written methods
- Telling the time using a variety of clock types.
- Using bus/ train time-tables.

Reminders

- Children need to bring a clear pencil case, stocked with only the essentials every day- blue pen, red pen, pencil, whiteboard pen, ruler, glue stick, rubber and pencil sharpener.
- Children should bring a sensible sized, reusable water bottle in every day. No air-ups or Stanley (or Stanley style) cups.
- Hair accessories should be school colours or neutral.
- Earrings should not be worn at school. If you are considering getting your child's ears pierced, please wait until the summer holidays.
- Please be aware of your child's use of technology and the internet.

Residential Update

- Kit list – keep hold of any old clothes or trainers.
- No wellies.
- Please speak with Miss Ripley or Mr Moore about any worries or concerns sooner rather than later.
- No electronics including Kindles or watches that need charging - no plugs in their rooms.
- All medication must be in named, original box. Keep hold of those. Please give medicines to Miss Ripley by Friday 18th September if possible. This includes travel sickness medication.

Parent Helpers

- Trips
- Mass at the Church
- Hearing readers
- If you have special interests or talents, we would welcome your involvement.

Class worship dates

9th October- 6L class worship

29th January- 6T class worship

Thank you for your time!