Welcome

OUR LADY & ST. PHILOMENA'S
CATHOLIC PRIMARY SCHOOL
Sparrow Hall Road, Liverpool, L9 6BU
Headteacher - Mr. J. Long

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- **Year 6 staff:** Mrs Osborne, Mr Wall and Mr Scott
- **Pastoral Lead:** Miss Burns
- **Safeguarding Team:** Mrs Foreman, Mr Long, Mrs Jones, Mrs Osborne, Miss Burns
- **Senior Leadership Team:** Mr Long (HT), Mrs Foreman (DHT), Mrs Osborne (AHT), Mrs O'Brien (SENDCo) and Mrs Southern (EYFS)

Year 6 Highlights

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- **Trips:** Residential, Liverpool City Centre, Church, cinema
- **Visitors:** Heads of Year 7, theatre company
- **End of year:** Prom, hoodies, year books, performances
- **My favourite part of teaching Year 6:** seeing how they mature and how proud of themselves they are by results day

Daily Routines: Attendance & Punctuality

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Attendance & Punctuality:

Gates open: 8.40am

Gates close: 8.50am

- Learning starts when the children enter the room with a short Maths activity
- Please report any absences to the school office and share any medical evidence
- Missing 10 minutes a day adds up quickly – it is the same as missing a whole day by October half term

Targets

- 97% + is our national attendance target
- 90% or below is classed as persistently absent and could risk a fine

- BUT also risks your child missing out on key learning, time with friends and exciting activities (including special visitors)

Daily Routines:
Packed Lunches

Benedict's Law:

- Allergy friendly policies – no treats for birthdays, no tuck shop

Packed Lunch Policy:

- Healthy choices
- No fizzy drinks

Daily Routines:
Weekly Timetable

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Year 6 Timetable Autumn Term 2026-2027

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9:00	Five-a-Day 15	Five-a-Day 15	Five-a-Day 15	Five-a-Day 15	Five-a-Day 15
9:00 - 10:00	English 60	English 60	English 60	English 60	English 60
10:00 – 10:15	Celebration of The Word 15	Reading Fluency 15	Reading Fluency 15	Reading Fluency 15	Reading Fluency 15
10:15 – 10:30	**Break**				
10:30 - 11:00	Reading 30	Reading 30	Reading 30	Reading 30	Reading 30
11:00 - 12:00	Maths 60	Maths 60	Maths 60	Maths 60	Maths 60
12:00 - 12:15	Reading for Pleasure 15	Reading for Pleasure 15	Reading for Pleasure 15	Reading for Pleasure 15	Reading for Pleasure 15
12:15 - 1:00	**Lunch**				
1.00 - 1.15	Swimming	Mastering Number 15	Mastering Number 15	Mastering Number 15	Mastering Number 15
1:15 - 2:15	Swimming	Science	Art	RE	Computing / Spanish
2:15 - 3:15	History	RE	PSHE / Music	PE (30 mins)	Celebration of The Word 30

Daily Routines:
Uniform

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School Uniform:

Winter Uniform (September - Easter Holidays)

- Grey trousers or shorts / grey skirt, grey pinafore dress
- White shirt and school tie
- Royal blue V-neck jumper or cardigan (with school logo preferred)
- Grey or white socks / tights
- Black, sensible **school** shoes (no trainers, boots or open-toed footwear)

Summer Uniform (Easter Holidays - July)

- White polo shirt (with school logo preferred)
- Grey skirt, grey pinafore dress or grey shorts
- Royal blue V-neck jumper or cardigan (with school logo preferred)
- Grey or white socks
- Black, sensible **school** shoes

or

- blue/white checked summer dress
- Royal blue V-neck jumper or cardigan (with school logo preferred)
- White socks
- Black, sensible school shoes or closed-toe sandals (with appropriate ankle strap for safety; no open-toed sandals, crocs, or fashion sandals)

PE Uniform

- White t-shirt with the school logo
- Royal blue, plain shorts
- Black pumps (indoor P.E.)
- Trainers (outdoor P.E.)
- Royal blue school tracksuit with the school badge (for colder weather, outdoor P.E.)
- P.E. uniform should be worn to school on PE days.
- *Although we promote the use of items that display the school badge - generic, logo-free alternatives are fully acceptable across all items*

Swimming on Monday
PE on Thursday

Academics and Expectations:
School

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Year 6 Curriculum Expectations:

High! Children are expected to work increasingly independently, taking responsibility for their presentation, equipment and taking on leadership roles in school.

Year 7 Admissions:

Deadline for applications is 31st October – if you need any help or support with completing the form, please do this in plenty of time as the deadline is during the half term break!

Academics and Expectations:
Reading

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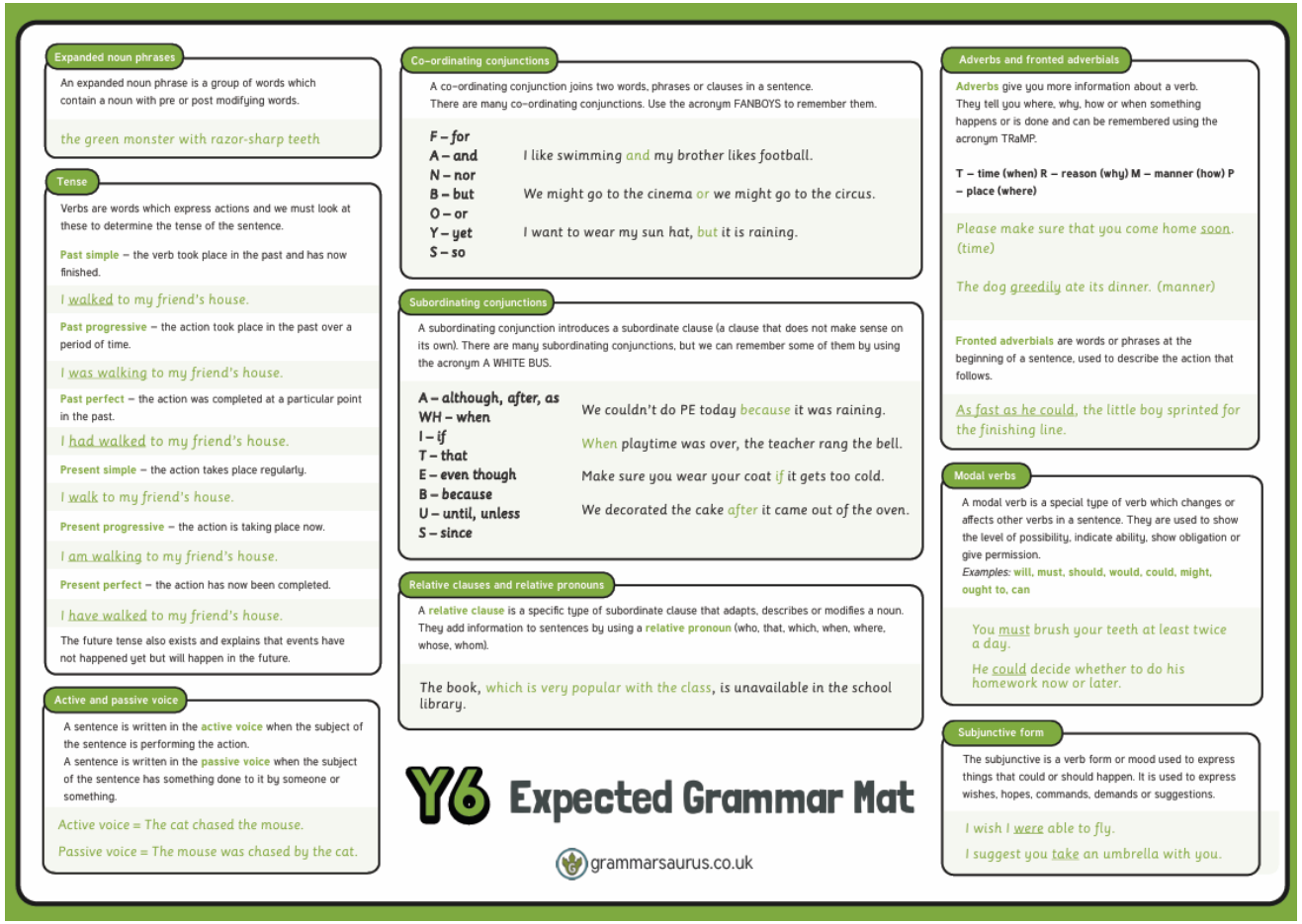
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Academics and Expectations:
Grammar & Spelling

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Expanded noun phrases

An expanded noun phrase is a group of words which contain a noun with pre or post modifying words.

the green monster with razor-sharp teeth

Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

Past simple – the verb took place in the past and has now finished.

I walked to my friend's house.

Past progressive – the action took place in the past over a period of time.

I was walking to my friend's house.

Past perfect – the action was completed at a particular point in the past.

I had walked to my friend's house.

Present simple – the action takes place regularly.

I walk to my friend's house.

Present progressive – the action is taking place now.

I am walking to my friend's house.

Present perfect – the action has now been completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen in the future.

Active and passive voice

A sentence is written in the **active voice** when the subject of the sentence is performing the action.
A sentence is written in the **passive voice** when the subject of the sentence has something done to it by someone or something.

Active voice = The cat chased the mouse.

Passive voice = The mouse was chased by the cat.

Co-ordinating conjunctions

A co-ordinating conjunction joins two words, phrases or clauses in a sentence.
There are many co-ordinating conjunctions. Use the acronym FANBOYS to remember them.

F – for
A – and *I like swimming and my brother likes football.*
N – nor
B – but *We might go to the cinema or we might go to the circus.*
O – or
Y – yet *I want to wear my sun hat, but it is raining.*
S – so

Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions, but we can remember some of them by using the acronym A WHITE BUS.

A – although, after, as *We couldn't do PE today because it was raining.*
WH – when *When playtime was over, the teacher rang the bell.*
I – if *Make sure you wear your coat if it gets too cold.*
T – that
E – even though *We decorated the cake after it came out of the oven.*
B – because
U – until, unless
S – since

Relative clauses and relative pronouns

A **relative clause** is a specific type of subordinate clause that adapts, describes or modifies a noun. They add information to sentences by using a **relative pronoun** (who, that, which, when, where, whose, whom).

The book, which is very popular with the class, is unavailable in the school library.

Y6 Expected Grammar Mat

grammarsaurus.co.uk

Adverbs and fronted adverbials

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

T – time (when) R – reason (why) M – manner (how) P – place (where)

Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)

Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

Modal verbs

A modal verb is a special type of verb which changes or affects other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.
Examples: **will, must, should, would, could, might, ought to, can**

You must brush your teeth at least twice a day.

He could decide whether to do his homework now or later.

Subjunctive form

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

I wish I were able to fly.

I suggest you take an umbrella with you.

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Academics and Expectations:
Maths

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COMPARING DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
ROUNDING INCLUDING DECIMALS					
			round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)					
	write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$)	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
				recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
			recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$	recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Academics and Expectations:
Foundation Subjects

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- **Religious Education (RE):** Our topics are **Loving** and **Belonging**. The children will explore the concept of family and how this is reflected in the Church and God's unconditional love for us. We will then go on to look at the need for commitment through the common priesthood of the faithful, considering how we can live out our faith within our family, school and wider community.
- **Science:** We will explore **Light and Reflection**. Children will learn about light travelling in straight lines, exploring how this causes, shadows, refraction and understanding how we see.
- **History:** We will dive into local history with the big question: **"How did a war so far away reflect our city?"** We will look at key global events and their historical interpretations, before understanding the impact on Liverpool. Children will look at how different groups were affected, including women and children.
- **Music:** Our musical focus this term is developing the use of notation, with a particular focus on rhythmic notation through a theme of **Electricity.**
- **Art:** Following the *Kapow Primary* scheme, our unit is **Craft and Design: Photo Opportunity**. Children will practice using their observational skills to take photos with different foci - macro, portrait and recreating famous artwork.
- **PE:** Swimming lessons will develop children's skills in the water, including a range of strokes and their knowledge of water safety. Our in-school physical development sessions will focus on **OAA** (outdoor adventurous activities) and developing team work.
- **Computing:** We will be looking at how technology has been developed over time, including the use of coding in Bletchley Park in our work on **Computing Systems and Networks**. We will also look at **Online Safety** as part of our ongoing safeguarding messaging.
- **PSHE:** Through *myHappymind*, we will explore two core modules: **Meet Your Brain** (understanding how our brains function and manage emotions) and **Appreciate** / **My Happy Mind Places**.

Academics and Expectations:
Assessment

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Assessment Points:

- Termly assessments – will be using previous SATs papers to support
- Reading speed and writing speed also monitored

Statutory Assessments:

- Year 6 SATs – Monday 10th May 2027 to Thursday 13th May 2027
- Children assessed in Grammar, Spelling and Punctation, Reading, Maths (Arithmetic, Reasoning and Problem Solving), Writing (Teacher Assessed)
- Separate briefing in January with more detail
- CGP books are helpful for revision – a letter will go out shortly

Academics and Expectations:
Home

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Homework:

- *Reading:* 10 minutes, 3 times per week
- *Times Tables:* as often as possible
- *Spellings:* around 10 words per week
- *Other tasks:* short English and Maths task to practise skills taught in lessons, short creative/research task for a foundation subject

- *After Christmas:* tasks will focus on revision for SATs

Academics and Expectations:
Behaviour

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Policy

- Designed to keep everyone safe, learning and ensure an inclusive learning environment for all our pupils
- Three warnings given before a reflection
- Two reflections within a half term will mean parents invited into school

Rewards

- *DoJo points:* consistent number of points given by all members of staff for lovely manners, outstanding effort in a piece of work etc

Academics and Expectations:
Inclusion

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SEND:

- *Monitoring:* please discuss any concerns with class teachers initially
- *Further conversations:* sometimes a more in-depth conversation will be needed, this will be arranged directly with families
- *Referrals:* completed with information from home and school, currently long waiting lists, staff receive regular training on teaching approaches to foster inclusion
- *Pupil profiles:* reviewed three times per year, SMART targets set

Environment:

- What is necessary for some is good for all – we are aiming for calm, considered classrooms and corridors to celebrate and enable all children's work

Communication:
Online

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Arbor and ClassDojo:

Arbor:

- Emails and in-app messages for updates and key dates for diaries.
- Attendance information shared.

Class Dojo:

- One way broadcasting – messages are not monitored

Instagram:

@ourladyandstphilomenas

Useful information and reminders as well as pictures.

Follow the QR code here:

Communication: In-person

General:

- Miss Sweeney and Miss Callaghan are happy to help you with general enquiries

Class Teachers:

- Request an appointment or call through the office

Key Actions

- **Medical Needs:** All medical forms must be completed and signed
- **Allergies:** Remember new Packed Lunch Policy; no cake, sweets or treats for birthdays; no tuck
- **Individual Healthcare Plan (IHP):** Needs to be completed for any child with an allergy