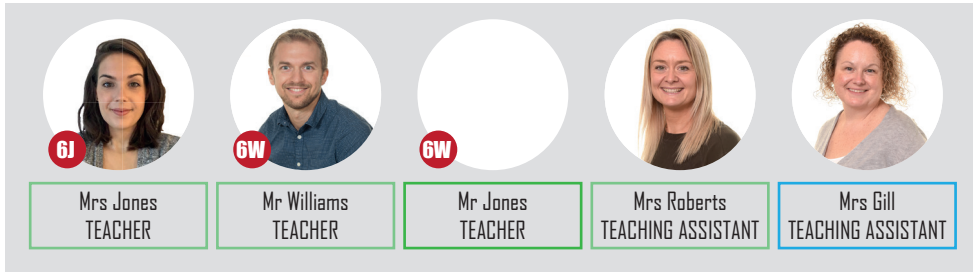


YEAR SIX

■ ■ ■ ■ CURRICULUM NEWSLETTER

SPRING 2026



We are really looking forward to another term where we have lots of exciting learning planned for the children. Please can we take the time to reiterate the importance of arriving into school as early as possible after 8.35am (and no later than 8.45am) as this is when the register is taken ready for lessons to start. In those first 10 minutes before the register, children often respond to feedback in books, answer questions designed to retrieve prior maths or SPaG knowledge or to read independently. We appreciate your support with this.

READING



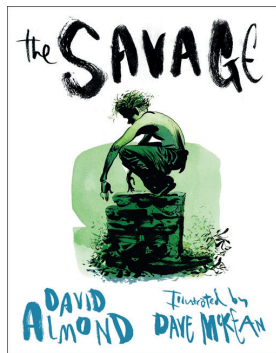
Having now read 'The Infinite Lives of Maisie Day', 'Show Us Who You Are' and 'Resist', we are now moving on to our fourth book Runaways by E.L.Norry. 'Jamie and July are both eleven-year-olds living in London – but they have very different lives. They meet for the first time at Waterloo Station in the last week of the holidays. They are both desperate to get away from home. July is really worried about her mum – she needs to get help.'

We will be following this with 'The Island at the End of Everything' by Kiran Millward-Hargrave.



ENGLISH

We will be starting our term exploring David Almond's book 'The Savage'. In this unit, we will be building upon the children's existing knowledge



about integrating dialogue, with a specific focus on moving the action on through the language. We will then be looking at the children's adapted book 'On the Origin of Species' about Charles Darwin and Moth, where we will be introducing children to the subjunctive form in writing diary entries.



The remainder of our English term will be focussed on our science evolution unit, as we use our knowledge to write a travel brochure about the Galapagos Islands (focussing on using quotes for effective purpose), a Trip Advisor review (focussing on exercising control over formality) and a formal letter (focussing on using a range of adverbials).

MATHS

We will begin by calculating fractions, which includes adding, subtracting, multiplying and dividing. Following this, our units will include ratio and proportion, finding the mean and calculating the area and perimeter. Our number sense sessions will extensively review the arithmetic covered in maths this and last term. After our fractions unit concludes, we will have finished all content covered in the arithmetic SATs paper.

HOMEWORK

By now you will be very familiar with our homework approach, but this is a good opportunity to clarify the expectations around Learning by Questions (LbQ), as we have been made aware of questions being shared on parent WhatsApp groups. Tasks specifically related to learning already taught in school and the LbQ program set the questions up with progressive difficulty - the ones towards the end are deliberately very challenging. The understanding we have shared with the children is that they can stop once they get stuck, so long as they have given it proper thought and time; there is no expectation that all children finish all the questions. As teachers, we know what we would expect each child to complete, based on their learning in school.

With that in mind, please note the following:

- two tasks are set each week, based on recent learning for the whole class, more often than not, these are 1 x maths and 1 x SPaG.
- two further tasks are set according to individual learning needs, which are selected based on assessment in school and children's next steps. These might ask the children to recall learning from earlier in KS2 or be challenging them further. These are set in blocks of 6, so children should complete 2 each week (unfortunately there is no easy way to set these week by week).

SCIENCE

We will be exploring the topic of evolution in science, including discovering the work and life of Charles Darwin and learning about genetics and inherited characteristics. We also explore his diary of his journey on the HMS Beagle to inform our English unit.

After half term we learn about light including how light travels.



HISTORY

What was the most significant turning point in British medical history? The children will be using a range of historical sources, like maps, death records, newspapers and diaries to first establish what significant medical event we are exploring each week. They will then explore why that event was significant then and what lessons were learned that might still be used to this day. By the end of the term, the children will draw their own conclusion and reasoning as to what was the most significant turning point in British medical history.

GEOGRAPHY

Once we have finished our history unit, we will be moving our attention to Geography. We will be teaching the children all about Mountains. They will be exploring the mountains of the Himalayas, including Mount Everest, considering their structure, how they came to be formed, how they're used by locals and tourists and what impact climate change is having on them.



COMPUTING

We will be completing our unit called 'We Are Publishers' in which we will be developing our digital literacy skills, designing and editing content and to work collaboratively on a group project.

FRENCH

We will be learning the language for French clothes and combining this with our knowledge of weather from a recent unit to learn how to say what to wear in different weather conditions.

MUSIC

In music this term we will be building on the children's knowledge of the ukulele as we develop our skills with the

instrument and widen our bank of chords and songs we can play.

PE

This term, our PE sessions will begin with finishing off our volleyball unit, followed by dance and Outdoor and Adventurous Activities (OAA). This will involve lots of collaboration, working in teams and cooperation with one another. After half term, we will be teaching gymnastics and Ultimate Frisbee.

PSHCE

We will be completing our units on citizenship and healthy lifestyles including drug education. This will include a session from our School Beat officer who led the first of her 3 sessions last term. In term 3 we will be teaching our RSE units – more information available on our website: <https://wardenhill.gloucs.sch.uk/class-pages/year-6/>

RE

Over the two half-terms, we will be exploring and reflecting on the following two key questions: ‘What might ideas about samsara mean for Hindus? How might these ideas affect how Hindus live?’ and ‘How do Muslims decide what is right and wrong?’

DT



After half term, we will be completing our cooking unit making Himalayan inspired curries. As ever, the children will follow the structure of trying existing products, designing their own product to consider tastes and dietary requirements, making and then evaluating the product. More

information will follow on this.