

# Year 6 Term 6 Curriculum Newsletter



## READING

Pupils will develop their inference and comprehension skills through the study of character-focused extracts and a range of poetry.

They will learn to make impressions of characters by analysing evidence from the text, including actions, dialogue, facial expressions and behaviour. Pupils will explore how characters are feeling and explain their ideas using evidence to justify their answers.

Through their study of poetry, they will discuss themes, language choices and the impact of figurative language.

Pupils will also expand their vocabulary by identifying unfamiliar words, using context to determine meanings, and exploring synonyms to deepen their understanding of language.

## MATHS

Pupils will develop their problem-solving and reasoning skills by applying their mathematical knowledge to a range of real-life situations and scenarios. They will consolidate and reinforce key concepts from across the primary curriculum, explain their thinking using mathematical reasoning, and tackle increasingly complex problems. This revision and application of prior learning will help to strengthen their confidence and prepare them for the transition to secondary school.



## DATES AND INFORMATION:

Friday 12<sup>th</sup> June – Mufti day (please donate a raffle prize for the Summer Fayre)

18<sup>th</sup> June – PACT Summer Disco

19<sup>th</sup> June – PACT Father's day breakfast

24<sup>th</sup> June – Year 4, 5 and 6 Sports day

2<sup>nd</sup> July – PACT summer Fayre (3.30-5.00pm)

7<sup>th</sup> July – SATS results day

8<sup>th</sup> July – Year 6 trip to Wicksteed Park

10<sup>th</sup> July – School reports

16<sup>th</sup> July – Year 6 prom

20<sup>th</sup> July – Training day

PE: Tuesdays (swimming) until 7<sup>th</sup> July

## WRITING

Pupils will develop their descriptive writing skills by creating vivid character descriptions. They will learn how to create strong impressions of characters in the reader's mind through carefully chosen actions, dialogue, facial expressions and the reactions of other characters. Pupils will then write a formal non-chronological report about human evolution, natural selection, the work of Charles Darwin, and plant and animal adaptations. They will use scientific vocabulary and a range of grammatical and punctuation features, including colons, semi-colons, brackets and hyphenated words, to present information clearly and accurately.

Later in the term, pupils will study and write poetry, exploring how figurative language, precise vocabulary and poetic devices can be used to create imagery, convey emotions and engage the reader. They will experiment with different poetic techniques to craft meaningful and effective poems.

## SCIENCE

### Looking After the Environment

In this unit, pupils develop their *Working Scientifically* skills while exploring key environmental issues. They learn about climate change, including its causes, effects on the environment, and the challenges it creates for people and wildlife. Pupils also investigate the actions individuals, organisations and governments are taking to reduce its impact and promote a more sustainable future.



# GEOGRAPHY

**My Place:** In this unit, pupils explore the characteristics of their local area and develop an understanding of how places are shaped by both human and physical features. They will investigate where their place is located, examine its climate, and identify the key human and physical features that make it unique. Pupils will learn about different types of settlements, climate zones, landmarks and geographical vocabulary, before comparing their local area with other places. The unit concludes with pupils evaluating why their place is important and what contributes to its identity.



# ART

**Sculpture and 3D: Making Memories**  
 This unit involves pupils designing and creating a personal memory box using collected and sculpted objects to represent meaningful primary school experiences. Pupils learn to develop ideas through drawing and planning, explore artists' work, and use shapes, materials and symbolism to express memories. They build skills in making and refining a 3D sculpture, working independently, and reflecting on their creative choices and progress.



## WAYS TO HELP AT HOME:



Encourage your child to become more independent and ready for secondary school, by:

- Packing their own school bag each evening
- Keeping track of homework
- Making simple choices, like what to wear or what to have for lunch
- Trying to solve small problems before asking for help.

Regular use of Times Tables Rockstars and Spelling Shed.

Regular reading (fiction, non fiction and poetry) and discussion about the characters, vocabulary and storyline.

# RELIGIOUS EDUCATION

This unit explores the diversity within Christianity, showing how different denominations interpret beliefs and practices such as baptism, worship and communion in varied ways. Pupils learn that, despite these differences, Christians share core beliefs, and they reflect on why interpretations vary and how these differences are rooted in common faith and values.

# PSHE

**Growing and Changing:** This unit teaches pupils how to stay safe, understand the changes of puberty, and build positive self-esteem. It covers when secrets should be shared with trusted adults, the physical and emotional changes that happen during puberty, and how these can affect feelings and confidence. Pupils also explore how factors like media, peer pressure, and stereotypes influence self-image, and learn ways to improve confidence and recognise the impact of words and actions on themselves and others.

# FRENCH

This unit develops pupils' ability to understand and discuss TV programmes in French, including giving times using the 24-hour clock and expressing opinions with reasons. Pupils also work collaboratively to create and take part in a mock TV programme, building confidence and celebrating their French learning.

# COMPUTING

**Programming with a micro:bit:** Pupils will learn how to program and control a micro:bit using the MakeCode environment. They will explore inputs, outputs, variables, sensors and selection through practical coding activities, learning how programs respond to user actions and data. The unit concludes with pupils designing, creating, testing and debugging their own micro:bit step counter project.

# HOMEWORK

- Writing and vocabulary tasks (including grammar and punctuation)
  - Maths: arithmetic and reasoning
  - Times Table Rock Stars
  - Spelling Shed
- Homework is handed out on a Friday and due in the following Friday.*

# TEXTS COVERED THIS TERM:

The Final Year by Matt Goodfellow

