

## Welcome to Year Six!

Dear Parents and Carers,

It's hard to believe how quickly the time has passed — it seems only moments ago that the children were starting out in Reception, and now they are beginning their final year at St Mary's. Year 6 is a significant and memorable time in your child's school journey — a year filled with challenge, growth, celebration, and a few nerves along the way!

This year, the children will undertake their end-of-Key-Stage statutory assessments (SATs), and we are committed to supporting each child so that they can approach these with confidence and reach their full academic potential. But Year 6 is about far more than just SATs: we aim to create a final year that is rich in opportunities, full of joy, and packed with lasting memories that your child will treasure long after they leave St Mary's.

Our mission is to support every child in reaching their full potential — emotionally, socially, spiritually, and academically. We believe this is best achieved through a strong partnership between home and school. You, as parents and carers, are the first educators of your children, and your involvement makes a tremendous difference.

Attached, you will find an overview of the curriculum for the first half of the Autumn Term, outlining the key learning areas your child will be exploring. We kindly ask for your support in encouraging good attendance, helping your child complete their homework, and maintaining open lines of communication throughout the year.

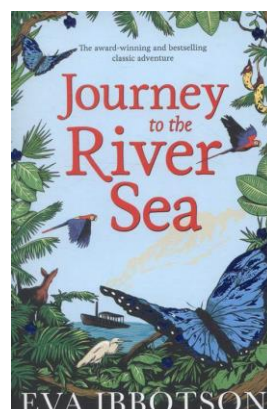
I am incredibly excited about what lies ahead for our wonderful Year 6 pupils. It promises to be a truly unforgettable year, and I would like to thank you in advance for your continued support. Should you have any questions or concerns, please don't hesitate to contact the school office to arrange a time to speak with a member of the Year 6 team.


With warmest regards,  
**Mr Spencer**

Class text

**Our Class Text: *Journey to the River Sea* by Eva Ibbotson**

This half term, Year 6 will be immersing themselves in *Journey to the River Sea* by Eva Ibbotson — a beautifully written novel set in 1910 along the banks of the Amazon River. The story follows Maia, an English orphan sent to live with distant relatives in the heart of the South American rainforest. While she dreams of vibrant macaws, enormous butterflies, and orchids trailing from the trees, her British



	<p>classmates paint a darker picture — warning her of man-eating alligators and wild, murderous natives.</p> <p>What no one warns her about, however, are the truly dreadful cousins she must live with: cold, selfish, and determined to stifle her curiosity and spirit. But Maia is brave, intelligent, and resilient. Her adventures soon lead her far beyond her relatives' gated compound — from mysterious encounters with a boy in disguise to an extraordinary journey down the river in search of the mythical giant sloth.</p> <p>Ibbotson's writing is rich and evocative, drawing readers into a world of wonder and discovery. Her subtle, often unspoken insights into her characters give children the chance to interpret meaning, develop inference skills, and appreciate a sophisticated literary style. We are especially excited to see how our pupils respond to the imaginative and deeply layered world Ibbotson creates — and how they begin to emulate this in their own creative writing.</p>	
RE	<p><b><u>The Story of the People of God</u></b></p> <p>In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books. The children will be introduced to stories of significant people in the Old Testament. They will discover what some of these stories tell us about their relationship with God.</p> <p><b><u>Creation</u></b></p> <p>This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.</p>	
English	<p>Throughout the Autumn Term, the Year 6 English curriculum will focus on consolidating and extending the key skills acquired in Years 4 and 5. Pupils will be encouraged to apply their knowledge with greater independence, creativity, and control across a range of extended writing tasks. These will include writing for a variety of purposes and audiences, with an emphasis on developing coherence, cohesion, and a clear authorial voice.</p> <p>Much of the writing this term will be contextualised through our class text, <i>Journey to the River Sea</i> by Eva Ibbotson. This high-quality novel provides rich opportunities for pupils to explore character development, narrative structure, setting description, and thematic depth. Through this text, children will write in a range of genres, including narrative fiction, diary entries, formal letters, balanced arguments, and non-chronological reports. Pupils will be expected to plan, draft, revise and evaluate their writing, with a particular focus on selecting appropriate grammar and vocabulary to enhance meaning and effect.</p> <p>In line with the Key Stage 2 National Curriculum objectives, ongoing and essential teaching throughout this and every term will include:</p>	

- **Grammar and Punctuation:** Pupils will be taught to use a wide range of grammatical structures with increasing accuracy, including relative clauses, modal verbs, passive voice, and cohesive devices across paragraphs.
- **Spelling:** Regular practice will focus on the statutory Year 5/6 word list, common spelling patterns, and morphological knowledge to support spelling in unfamiliar contexts.
- **Handwriting:** Children are expected to write fluently, legibly, and with increasing speed. There will be continued emphasis on maintaining a joined, consistent script appropriate for presentation.
- **Reading and Comprehension:** Through whole-class reading and guided sessions, children will develop key reading skills including inference, deduction, summarising, prediction, and analysing authorial intent. They will be encouraged to read a wide range of texts for both enjoyment and deeper understanding, fostering a lifelong love of reading.

By engaging in this comprehensive programme of study, pupils will not only deepen their understanding of English but also prepare themselves for the rigours of secondary education and the expectations of the Key Stage 2 SATs.

Maths



The Maths curriculum at St Mary's will continue to be taught through "Power Maths" as an innovative, progressive and exciting instrument to develop children's mathematical ability, promoting both a contextualising and an equitability within mathematical learning.

#### Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above

#### Four operations

- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division

#### Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination

- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- divide proper fractions by whole numbers [for example,  $1/3 \div 2 = 1/6$ ].
- use written division methods in cases where the answer has up to two decimal places

Please continue to practise times tables as this is an invaluable skill as we prepare for the standardised assessment tests.

Science

This half term, Year 6 will be revisiting and deepening their understanding of electricity, building upon the foundational knowledge introduced in Year 4. The focus will be on developing a more sophisticated and analytical understanding of electrical circuits, enabling pupils to apply their learning in increasingly complex and practical investigations.



In line with the statutory requirements of the Key Stage 2 Science curriculum, pupils will:





- **Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit**, recognising how increased electrical energy affects component output.
- **Compare and give reasons for variations in how components function**, including differences in brightness of bulbs, loudness of buzzers, and the on/off position of switches.
- **Use recognised symbols when representing simple circuits in diagrams**, understanding the purpose of each component and applying the correct scientific vocabulary when describing their function.

Throughout this unit, children will develop their ability to plan and carry out fair tests, make predictions, record results systematically, and draw conclusions based on their findings. Emphasis will also be placed on identifying variables, using precise measurements, and drawing accurate scientific diagrams using standard circuit symbols.

This topic not only strengthens children's conceptual understanding of electricity but also supports the development of enquiry skills and scientific reasoning – essential competencies as pupils prepare for the transition to secondary science.



<p>History</p>	<p>To begin the Autumn Term, Year 6 will study the impact of Viking (Norse) culture on Anglo-Saxon Britain. This unit will deepen children's historical understanding by examining the reasons behind the Viking invasions and settlements, and by comparing the cultural, religious, and societal contrasts between the Norse invaders and the Anglo-Saxon communities they encountered.</p> <p>Pupils will explore key questions such as:</p> <ul style="list-style-type: none"> <li>• Who were the Vikings, and what motivated their raids and eventual settlements?</li> <li>• How did Viking beliefs and practices differ from those of the Anglo-Saxons?</li> <li>• In what ways did Viking navigation, trade, and military strategies contribute to their success and lasting legacy?</li> </ul> <p>Children will be encouraged to engage critically with a range of historical sources, including archaeological findings, written accounts, and artefacts. Through this, they will develop their ability to evaluate the reliability and usefulness of both <b>primary</b> and <b>secondary sources</b>, drawing informed conclusions about life in early medieval Britain.</p> <p>This unit also provides rich opportunities for developing <b>historical enquiry skills</b>, encouraging pupils to question evidence, identify bias, and understand the concept of historical interpretation. In line with the aims of the Key Stage 2 History curriculum, the children will develop a chronologically secure knowledge of British history, while cultivating an understanding of cause and consequence, similarity and difference, and the significance of historical events.</p> <p>By the end of the unit, pupils will be able to articulate why the Vikings remain such a prominent feature of British history and evaluate their enduring influence on British society, culture, and geography.</p>	
<p>Art</p>	<p>In Art, children will explore how artists use their drawing skills to create objects, and will share their responses to artists' work, thinking about their intention and outcome. Children will use sketchbooks to record and reflect, collecting the ideas and approaches preferred to them which have noticed other artists use. Children will eventually transform their drawing into a three dimensional object for them to appraise.</p>	

Computing	<p><u>Online Safety</u></p> <p>Online safety is a ubiquitous knowledge capital that all children need to navigate the internet safety. In this module, children will build upon skills learnt in Year 4 and 5 to gain a deeper and intrinsic understanding of how to stay safe online. Children will be considering how they can transfer their knowledge for not only the benefit of their own self efficacy, but the enhanced knowledge of others. We will be considering how we can project and embed our considerations of online safety across the year, both within school and at home.</p>	
French	<p><b>French sport and the Olympics</b></p> <ul style="list-style-type: none"> <li>• Say which sports you play</li> <li>• Express an opinion about sports</li> <li>• Learn the words for countries around the world in French</li> <li>• Say they are going to a country using the verb 'to go'</li> <li>• Learn vocabulary relating to the Tour de France</li> <li>• Learn about the French games of Petanque with correct vocabulary</li> <li>• Write an article in French about the Olympic games</li> </ul>	
PE	<p>This half term, the children have the opportunity to enhance their swimming abilities. This will be taking place on a Tuesday. Please make sure that children have their P.E. kit within school from Monday to Friday as the children will have opportunity for physical activity that will focus on a range of strength, fitness and "discipline-specific" skill based sessions, advancing based on progression across the term.</p>	
Music	<p>Gospel Music - Through singing, we will learn excerpts of several gospel songs and explore their heritage and future influence on the Blues singers of the 1920s as we begin our learning journey through the 20<sup>th</sup> century commercial music world. We will work in small groups to arrange the music of a gospel song to suit our instrumental playing skills and perform our arrangements to the class.</p>	
PSHE	<p>In Year 6 we will begin the year by exploring our own class charter, encompassing the British values of democracy and individual liberty, so that the values and virtues of the half-term can be firmly rooted within both Catholic Social Teaching and our Values of Virtues, lived-out by every member of the class.</p>	
Key events for the half term	<p>School open to all children Wednesday 3<sup>rd</sup> September</p> <p><b>*Further dates regarding Target Information Evening and Stanley Head Information will be published within week 1 of the half term.</b></p>	
Homework	<ul style="list-style-type: none"> <li>• Daily Maths and Literacy set each day</li> <li>• Two pieces of homework (Maths or English as well as one foundation subject) will be handed out on a Thursday and should be completed and handed in on the following Monday. <b>*This may be completed on Teams or within weekly homework books.</b></li> <li>• Spellings and Times tables are tested on a Friday and will be essential to children's mathematical</li> </ul>	

	progression towards the Standardised Assessment Tests.	
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