

Curriculum Information - Year 6 - Summer 1 2026

Dear Parents and Carers,

We now begin another important half term in Year 6, and one that brings us ever closer to a key milestone for your children. With just four weeks to go until the SATs tests begin on Monday 11th

May, this is a focused and purposeful period where we continue to consolidate learning and build confidence across the curriculum. I would like to take this opportunity to sincerely thank you for all of your support so far in helping your children prepare for their SATs and their transition to secondary school. The effort being put in at home alongside the hard work in school is making a real difference, and it is clear to see how much progress the children are making as a result.

Over the coming weeks, our priority will be to ensure that every child feels as prepared, confident and calm as possible. We will continue revisiting key skills, addressing any gaps, and practising test techniques, whilst also maintaining a broad and engaging curriculum. The children have shown great determination and resilience so far, and we are very proud of their attitude towards their learning. As always, if your child needs any additional support with revision or if there is anything you feel would help them further, please do not hesitate to get in touch. I am more than happy to provide resources, guidance or reassurance wherever needed. Equally, if you have any concerns—academic or pastoral—please feel free to speak with me.

Whilst this is a significant period, it is also important that the children feel supported emotionally. Encouragement, balance and well-being remain key, and we will continue to ensure that the children feel positive and motivated as we approach the tests.

Thank you once again for your continued support. It truly is appreciated, and it plays a vital role in helping the children succeed—not only in their SATs, but as they prepare for the next stage of their education. I am confident that the coming weeks will showcase just how much they have achieved.

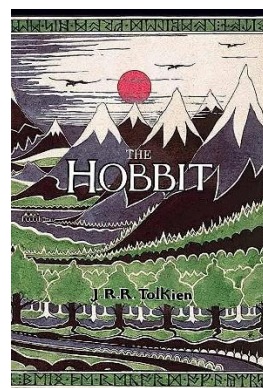
Best wishes,
Mr Spencer

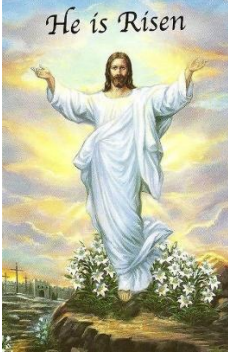

Class text




This half term, we will continue our exploration of *The Hobbit* by J. R. R. Tolkien. The novel follows Bilbo Baggins, a Hobbit who is unexpectedly chosen to accompany a group of dwarves on a dangerous quest to reclaim their homeland and treasure. Initially considered unsuited to the role of "burglar," Bilbo gradually discovers his courage as he faces increasing challenges. Along the way, the group encounter trolls, elves, goblins and the formidable dragon Smaug, who guards the dwarves' treasure.





The rich themes of adventure, courage, friendship and personal growth within the text will be explored in depth and will act as a key stimulus for our writing across the half term, in line with the Year 6 writing curriculum. Using *The Hobbit* as inspiration, the children will write for a range of purposes and audiences, developing their ability to select appropriate form and structure.

Through these writing opportunities, children will be supported to:



	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • use a range of devices to build cohesion within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use a range of punctuation mostly correctly, including commas for clarity, and punctuation for parenthesis <p>Alongside this, there will be a strong focus on analysing Tolkien's distinctive use of language. The children will explore his authorial style and choices in depth, enabling them to understand how meaning and atmosphere are created. This will support them in shaping their own writing style, encouraging independence, creativity and control as writers.</p>	
<p>RE</p> <p><small>The image part with relations p ID r1d6 was not found in the file.</small></p>	<p><u>Easter</u></p> <p>In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism and the celebration of a Christian funeral.</p> <p><u>Pentecost</u></p> <p>In this unit the children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians.</p>	
<p>English</p>	<p>In English, the children will be again learning, exploring, appropriating and recapping skills that they have previously applied within the former years of KS2 as we prepare for the SATs and the transition into Secondary school, building upon skills learned and using these across a range of extended writing pieces for different contexts and audiences. Many of the sessions delivered this term will be posited directly within the context of "Whistling in the Dark" and will contest the children to augment their writing for numerous genres using a profound and extensive range of language features and techniques.</p> <p><i>Ongoing (and essential) teaching and learning throughout this and every term will include:</i></p> <p><i>*Grammar *Handwriting *Spellings *Reading and comprehension skills</i></p>	
<p>Maths</p> 	<p>The Maths curriculum at St Mary's will continue to be delivered 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.</p> <p><u>Measure: Perimeter, Area and Volume</u></p> <ul style="list-style-type: none"> • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles 	

	<ul style="list-style-type: none"> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³ <p>Statistics</p> <ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average <p>Geometry: Properties of 3D shapes</p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <p>Please continue to practise times tables. A useful website to help practise for this is https://www.timestables.co.uk/multiplication-tables-check/ which we will have been using in class too. TT Rock stars logins will also be re-issued if necessary as competitions will run throughout the year.</p>	
<p>Science</p>	<p>Animals Including Humans</p> <p>In this unit, children will build on and consolidate their learning from Year 1 to Year 5, developing a deeper understanding of the human circulatory system. They will identify and name the main parts of the system, including the heart, blood vessels and blood, and explain how each component functions to keep the body healthy. Children will also explore how lifestyle choices impact the body, recognising the effects of diet, exercise and drugs on overall health and well-being. This will encourage them to make informed choices about their own lifestyles.</p> <p>Finally, pupils will learn how nutrients and water are transported within animals, including humans, making links between digestion, circulation and overall body function.</p>	
<p>History</p>	<p>World War Two</p> <p>In this unit, Year 6 will be exploring the cultural, anthropological and social impact of the Second World War, within their own locality, within Britain and globally. Children will be considering the indelible impact that the war, its significant events and figures as well as the horrifying themes have had upon history, shaping how nations have engaged negotiated and avoids war in the subsequent years.</p>	
<p>DT</p>	<p>In this unit, children will be applying their knowledge of World War Two, whilst recapping their knowledge of structural integrity from their previous DT unit as we plan, research, design, build and evaluate our very own Anderson Shelters in order to survive the peril of the Blitz.</p>	

<p>Computing</p>	<p>Year 6- Kodu Programming</p> <p>This unit introduces children to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor. It is designed to be accessible by children and enjoyable by anyone.</p>	
<p>French</p>	<p>Visiting a French Town</p> <p>As many of the children prepare to embark upon a residential trip to France, Year 6 will be exploring the knowledge needed to visit a French town.</p> <ul style="list-style-type: none"> • Directional vocabulary - Create a description of route to school and around town • Learn French transport vocabulary and travel through role play • Express and justify an opinion about different sightseeing hotspots in France • Create a leaflet in French for local area 	
<p>PE</p>	<p>As we prepare for the summer, the children will be engaging with skills-based sessions in order for them to form collaborative and efficient teams within the summer term for Rounders and Cricket as well as athletic track-based activities in preparation for sports day. P.E. will be delivered on a Monday. Please make sure that P.E. kits are in school from Monday to Friday so that the children have opportunity to engage in further P.E. sessions, where appropriate.</p>	
<p>Music</p>	<p>It is time to fast forward to the current-day music industry. We will look at how MIDI and DAW software transformed the way commercial music is created and how the rise of independent artists has encouraged new talent to emerge in an online environment. We will also discuss the resurgence of touring and artists' revenue streams in a world of on-demand music services. We will also learn our class song for the summer concert.</p>	
<p>PSHE</p>	<p>Throughout the year, we will be continuing to follow the Ten:Ten 'Life to the Full' programme for RSHE. Please log into the parent portal to access Information about the programme your children will be following, access to resources and suggestions for further activities at home.</p> <p>www.tentenresources.co.uk/parent-portal/</p> <p>You will need the following login credentials for our school: Username: st-mary-st6 Password: vision24-st6</p>	
<p>Key events for the half term</p>	<ul style="list-style-type: none"> • Whole School Easter Mass Led by Y6 Wednesday 15th April • KS2 Year 6 SATs WB Monday 11th May • 11th May Day 1: Spelling, Punctuation and Grammar • 12th May Day 2: Reading • 13th May Day 3: Arithmetic and Reasoning 1 • 14th May Day 4: Reasoning 2 	
<p>Homework</p>	<ul style="list-style-type: none"> • Daily Maths and Literacy set each day • 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. *This may be completed on Teams or within weekly homework books. 	

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| | <ul style="list-style-type: none">• Spellings and Times tables will be tested throughout the week. Times table tests will be integral this half term as we prepare for SATS | |
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