

Welcome to Year Six!

Dear Parents and Carers,

It is hard to believe just how quickly the years have passed. It seems only a short while ago that the children were beginning their journey at St Mary's in Reception, and now they are embarking upon their final year with us.

Year 6 is such a special and memorable part of your child's time at primary school: a year of challenge, growth, achievement, celebration and, inevitably, a few nerves along the way. Above all, we want it to be a year in which every child feels happy, supported and proud of all that they accomplish.

During the year, the children will complete their end-of-Key-Stage statutory assessments (SATs), and we will work closely with each child to ensure that they approach these with confidence and are able to achieve their very best. However, Year 6 is about so much more than SATs. We want the children's final year at St Mary's to be rich in opportunities, filled with enjoyment and packed with experiences and memories that they will carry with them long after they leave us.

Our aim is to help every child flourish and reach their full potential — academically, socially, emotionally and spiritually. We know that this is achieved most successfully when home and school work closely together. As parents and carers, you are your children's first and most important educators, and your encouragement, support and involvement throughout the year make an enormous difference.

Attached, you will find an overview of the curriculum for the first half of the Autumn Term, giving you an insight into some of the exciting learning the children will be undertaking. We would be very grateful for your continued support in promoting excellent attendance, encouraging your child with their homework and reading, and maintaining open communication with us throughout the year.

I am incredibly excited about the year ahead and everything that awaits our wonderful Year 6 pupils. Their final year at St Mary's is an important one, and we are determined to make it a happy, successful and truly memorable experience for every child.

Thank you, as always, for your continued support. Should you have any questions or concerns at any point during the year, please do not hesitate to contact the school office to arrange a convenient time to speak with a member of the Year 6 team.

With warmest regards,

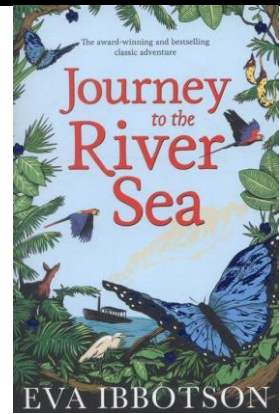
Mr Spencer

Class text	<i>Journey to the River Sea</i> by Eva Ibbotson This half term, Year 6 will be immersing themselves in <i>Journey to the River Sea</i> by Eva Ibbotson — a	
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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 classmates paint a darker picture — warning her of man-eating alligators and wild, murderous natives.

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.

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.



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Discerning Disciples: Branch One:

Creation and Covenant

The Virtues and Values this half term are 'Compassionate and Loving' and the Catholic Social Teaching Principle is 'Stewardship', both linking beautifully to our religious education lessons.

In this unit, children will explore the second Creation account in Genesis and consider what it teaches about the relationship between God, human beings and the world. They will develop their understanding of stewardship, reflecting on the responsibility God gives us to care for creation and the dignity of others. Children will also explore the story of The Fall and the Christian belief in original sin, considering how human choices can affect our relationships with God, one another and the created world.

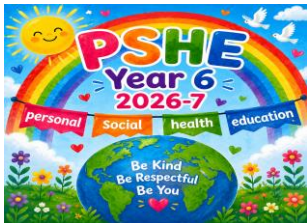
The children will deepen their understanding of Baptism and covenant, before exploring the Christian belief that Jesus establishes a new covenant, restoring humanity's relationship with God. They will also



	consider how faith and science can work together, learning about Christian scientists such as Georges Lemaître, and exploring how scientific explanations of creation can complement Christian belief. Finally, children will examine the use of poetry, metaphor and symbolism in Scripture, recognising that biblical texts communicate important truths about God, creation and human life in different ways. We will also introduce our class saint, St Carlos Acutis, who will help us better understand the Catholic Social Teaching Principle of 'Promoting Peace' through example and guidance this year.	
English  	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. 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. In line with the Key Stage 2 National Curriculum objectives, ongoing and essential teaching throughout this and every term will include: • 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	

	- 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.	
History	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. Pupils will explore key questions such as: • Who were the Vikings, and what motivated their raids and eventual settlements? • How did Viking beliefs and practices differ from those of the Anglo-Saxons? • In what ways did Viking navigation, trade, and military strategies contribute to their success and lasting legacy? 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 primary and secondary sources, drawing informed conclusions about life in early medieval Britain. This unit also provides rich opportunities for developing historical enquiry skills, 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. 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.	
Art	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.	
Computing	<u>Online Safety</u> 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.	
French	French sport and the Olympics • Say which sports you play • Express an opinion about sports • Learn the words for countries around the world in French • Say they are going to a country using the verb 'to go' • Learn vocabulary relating to the Tour de France • Learn about the French games of Petanque with correct vocabulary • Write an article in French about the Olympic games	
PE	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.	
Music	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 20th 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.	
PSHE	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. We will also be learning about being a Global Citizen through our Jigsaw Unit 'Being Me In My World'	
Key events for the half term	School open to all children Thursday 3rd September *Further dates regarding Target Information Evening and Stanley Head Information will be published within week 1 of the half term.	

Homework	• 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. • Spellings and Times tables are tested on a Friday and will be essential to children's mathematical progression towards the Standardised Assessment Tests.	
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