

CURRICULUM OVERVIEW

Sharing our learning



Y6 INFORMATION

- YEAR: 2025-26
- TERM: 5
- CONTACT: year6@st-johnfisher.org

Y6 TEACHING & LEARNING TEAM

- Mr R MacInnes
- Mrs C Raynes
- Mrs J Steenson

Dear Parents and Carers,

Term 5 is particularly busy, with a range of assessments across all year groups, including Early Years **FS2** development checks, the **Y1** Phonics Screening, multiplication checks in **Y4**, and statutory assessment (SATs) in **Y6**, alongside writing moderation and other assessments in *all* year groups throughout the school.

Our curriculum overviews highlight the **crucial knowledge** and **vocabulary** children need to learn, along with tips for support their learning at home. Please encourage your child to complete homework independently, offering reassurance if they find anything difficult, and letting us know if extra support is needed. Also, please get in touch if you have any questions, need support, or would like to share relevant knowledge or resources.

Good attendance is always important, but particularly at this time, as it supports both **learning and wellbeing**. Absence can lead to anxiety, as children are aware that they are falling behind or missing out on time with friends. While some absences are unavoidable, we very much appreciate efforts to **avoid non-essential time off**, such as term-time holidays or appointments that can be arranged outside of school hours.

Yours sincerely,

Harvatt
Headteacher

TERM 5 LEARNING VALUE: TEAMWORK



"No one is bigger than the team, you win together, and you can certainly lose together." Sam Kerr

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead *and* take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.





RE & CATHOLIC LIFE

The focus is **'To the Ends of the Earth'** Please click [here](#) for the RE overview covering Terms 5 and 6. Our virtues are **'perseverance'** and **'kindness'** and our focus prayers are **'The Sanctus'** and **'The Angelus'**.

'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' Mt 28:19

Monday	Tuesday	Wednesday	Thursday	Friday
Citizenship Statement of Belief Assembly <hr/> 'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	Weekly Celebration of the Word <hr/> 'Virtues to Live By' Class Assembly (Y1)	Celebration Assembly <hr/> Chaplains' Celebrations

HOMEWORK

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- a hard copy consisting of Mathematics and English learnt that week
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having regular handwriting, spelling, grammar and punctuation practise focused on meeting individual needs. Children all have individual targets for writing which will remain a focus in all writing.

You can support your child's **learning at home** by:

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

Reciprocal reading

All children will have daily access to reading resources and three times each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

The children will gain the following **crucial knowledge** so they know how to:

- ✓ edit sentences to include increasingly specific noun and verb choice.
- ✓ use dialogue to convey character and advance action in narratives
- ✓ use a range of sentence structures, (including omitted relative pronoun clause, colon/semicolon sentences)
- ✓ write complex sentences with implied (omitted) relative pronouns
- ✓ spell at least 75% of words from the Y5/Y6 spelling list, correctly

You can support your child's **learning at home** by:

- ✓ reading with your child daily and encouraging them to read a wider range of more challenging books
- ✓ discussing their personal targets for reading (as shared on their record sheet from parent's meeting)

MATHEMATICS

This term in mathematics we will be focusing on using on interpreting and reading statistics, including using pie charts and line graphs, as well as calculating the mean as an average. In addition to this we will be revising and consolidating our learning from previous terms in preparation for our end-of-KS2 SATs assessments.



Key words we will be using are:

- | | | | | |
|----------------|----------------------|----------------|---------------|----------------|
| ✓ percentages | ✓ fractions | ✓ factors | ✓ denominator | ✓ numerator |
| ✓ decimal | ✓ common denominator | ✓ whole number | ✓ acute angle | ✓ obtuse angle |
| ✓ reflex angle | ✓ y and x axis | ✓ interpret | ✓ data | ✓ coordinate |

The children will gain the following **crucial knowledge** so they know how to calculate the mean by adding up a given set of values and dividing by how many values there are, and construct simple line graphs and pie charts based on a data set and interpret it

You can support your child's **learning at home** by completing weekly homework tasks and helping them to work through their CGP revision guide.

HISTORY

The children will develop an understanding of historical chronology by learning about key eras and placing important events and people in order within a timeline.

Key words we will be using are:

- | | | | |
|------------------|-------------------|------------------------|-----------------------|
| ✓ prehistory | ✓ ancient history | ✓ Middle Ages | ✓ Early Modern Period |
| ✓ modern history | ✓ chronological | ✓ historical narrative | ✓ era |

The children will gain the following **crucial knowledge** so they know:

- ✓ that history can broadly be divided into the following five eras: prehistory, ancient history, Middle Ages, early Modern Period and Modern History and what the dates of each era were approximately
- ✓ how to place a range of historical events and figures in chronological order

You can support your child's **learning at home** by choosing historical events and figures and estimating the date or period in which they took place/existed, before researching the exact date.

PE

The children will continue to benefit from our REAL PE programme as they focus on physical co-ordination and balance. The children will also develop bat and ball skills as we focus on the games of cricket and rounders.

Key words we will be using are:

- | | | | | |
|------------|-----------|-----------|------------|-----------------|
| ✓ fielding | ✓ batting | ✓ bowling | ✓ teamwork | ✓ co-ordination |
|------------|-----------|-----------|------------|-----------------|

You can support your child's **learning at home** by devising and then practising various sequences linking various balances in different ways.

SCIENCE

The children will learn that light is needed to see and travels in straight lines. They will explore how shadows are formed and can be changed, and investigate how light reflects in mirrors, linking this to angles in maths.

Key words we will be using are:

- | | | | | | |
|--------------|------------|---------|----------|---------------|---------------|
| ✓ reflection | ✓ spectrum | ✓ prism | ✓ opaque | ✓ translucent | ✓ transparent |
|--------------|------------|---------|----------|---------------|---------------|

The children will gain the following **crucial knowledge** so they know how to:

- ✓ light travels in straight lines and that the human eye needs light to see
- ✓ light enters the eye and is turned into signals that the brain interprets those signals as images
- ✓ light interacts differently with the following materials: transparent (**light passes straight through**); translucent (**some light passes through, but is scattered**); and opaque materials (**light cannot pass through**)

You can support your child's **learning at home** by researching how light travels and observing shadows and how they change depending on the light source


ST CLARE

Catholic Multi Academy Trust



MUSIC

Our music focus is lyrics and melody, and children will be producing music with a keen focus on both of these concepts. The children will also be exploring the music of some of the most significant women in music history.

Key words we will be using are:

✓ lyrics ✓ melody ✓ women in music ✓ compose

You can support your child's **learning at home** by:

✓ listening to music with your child and noticing specific lyrics or melodies within that music

ART

This term's focus is on portrait drawing, paying close attention to the anatomy of the face and using a range of methods to sketch its proportions correctly. This will link to a study of the work of Mexican artist, Frida Kahlo.

Key words we will be using are:

✓ dimensions ✓ proportions ✓ facial features ✓ line

FRENCH

This term in Y6 French the children will be learning how to say words, phrases and sentences relating to food and drink. This unit aims to equip children with key, practical language.

Key words we will be using are:

✓ J'aime/J'adore ✓ un sandwich ✓ Bon après-midi ✓ une l'eau inérale
 ✓ s'il vous plait ✓ une portion de frites ✓ Vous désirez? ✓ Je n'aime pas

You can support your child's **learning at home** by practising how to say the key words correctly together.

COMPUTING

The children will use software to create digital games, learning how to input instructions to create variations.

Key words we will be using are: ✓ input ✓ output variables

You can support your child's **learning at home** by following this [link](#).

PSHCE

As they build an understanding of keeping themselves and others safe online, the children will reflect on the rules and guidance in place to protect them as they explore the potential dangers of communicating online.

Key words we will be using are:

✓ e-safety/online safety ✓ social media ✓ chatrooms ✓ trusted adults

You can support your child's **learning at home** by asking them about their 'online lives' and monitoring access, and reminding them about what to do to stay safe online.

