

## Spring: Information for Year 6

Teacher: Mr Williamson

Date: Spring Term 2025 - 2026 (Jan - Apr)

Topic: Rivers; Evolution & Inheritance; Living Things and their Habitats

I'm incredibly proud of how well the children have returned after the Christmas break. This term we'll deepen reading and writing skills, explore big ideas in science, and build confidence ahead of SATs. As always, we'll keep learning joyful, purposeful, and inclusive.

Subject	Class work	How you can help
English Reading	This term our class novel is <i>The Boy at the Back of the Class</i> , a warm, funny and thought-provoking story about a refugee boy, Ahmet, and the classmates who choose kindness. It's a brilliant springboard for empathy, discussion, and precise reading skills—perfect for Year 6 as we stretch inference and vocabulary ahead of SATs while keeping our reading for pleasure front and centre.	Read together three times per week. Discuss themes (e.g., migration, belonging, neurodiversity) and new vocabulary. Encourage summarising chapters, predicting, and evidence-based opinions ("Which line makes you think that?").
English Writing	This term, Year 6 will write across four genres: information texts (non-chronological reports), a recount inspired by <i>Letters from the Lighthouse</i> , dialogue-driven narrative using the short film "Broken", and persuasive speeches modelled on "Greta's Speech" (TWS). Alongside the writing, we'll sharpen key Year 6 grammar: using a formal register when appropriate, experimenting with the subjunctive, choosing modal verbs to show certainty/possibility, switching between active and passive for effect, and punctuating accurately with colons/semicolons, hyphens, and bullet points. We'll also focus on cohesion so that paragraphs link clearly and ideas flow—building confident, purposeful writers ready for secondary school.	Support planning (mind maps, headings, subheadings). Practise persuasive speeches on real causes. Rehearse dialogue punctuation using short role-plays. Encourage editing for formality and clarity; check spellings from Y5-6 list.
Mathematics	This term, Year 6 will consolidate key number and problem-solving skills across ratio, algebra, decimals, and fractions/decimals/percentages, while applying measures in area, perimeter and volume. We'll also build data-handling confidence through statistics—reading and creating pie charts and line graphs, and calculating the mean. You can help at home by encouraging quick mental conversions (e.g., fraction ↔ decimal ↔ percentage), spotting ratio in recipes, and discussing real-life graphs you see in the news.	Use everyday contexts: recipe scaling (ratio), budgeting/discounts (percentages), reading timetables and graphs. Practise sequences and simple formulas (n+5). Keep TT Rockstars sharp; quick-fire FDP conversions at home.
Science	This term, we'll explore Evolution & Inheritance—discovering how fossils provide evidence of the past and how variation and adaptation can lead to evolution over time. In Spring 2, we'll study Living Things & Their Habitats, learning how scientists classify microorganisms, plants and animals, and why accurate classification matters. Across both units, pupils will "work scientifically" by planning and carrying out enquiries, recording results clearly, and using evidence to explain their conclusions.	Explore family traits vs learned behaviours. Look at fossils and science news. Create simple classification keys for garden/park species. Use accurate scientific vocabulary and explain reasoning using evidence.
Computing	We'll start with Spreadsheets: entering and organising data, using formulas (SUM, AVERAGE, percentages) and creating graphs to model real-life scenarios (e.g., pocket-money budgeting, dice-probability investigations). Next, we'll build Text Adventures in 2Code—planning branching narratives,	Practice entering data and using simple formulae (SUM, AVERAGE, %, max/min). Encourage designing a branching story with choices; talk through

	then coding map-based adventures that use inputs, conditions, variables and debugging to make the story react to the player's choices.	logic: inputs, conditions and outcomes.
Design Technology	This half term, Year 6 will design, make and evaluate a controllable toy vehicle, exploring how gears, pulleys, cams, levers and linkages create movement. Children will plan with annotated sketches and use clear technical vocabulary to explain an input → process → output system, build and test prototypes (measuring things like speed and turning radius), then refine their designs based on results. Safe tool handling and fair testing are embedded throughout so pupils learn to justify design choices as well as make something that works.	Tinker time: build simple mechanisms (e.g., paper cams or LEGO gears). Discuss input/process/output and how changing parts affects speed/direction. Review and refine designs together.
Art	This term we'll study Gustav Klimt, Charlie Mackesy and Claude Monet, using nature and wildlife as our inspiration. Children will develop ideas in their sketchbooks, experimenting with line, colour, pattern and texture through pencil, fine-liner, watercolour, acrylic, collage and metallic media. We'll explore techniques linked to each artist—decorative pattern and gold accents (Klimt), expressive line and ink/watercolour washes (Mackesy) and colour-mixing, light and broken brushstrokes (Monet)—before planning and refining a final piece.	Visit galleries online; keep a sketchbook; explore texture, pattern and colour (e.g., Klimt-inspired gold patterns, Monet's brushwork). Encourage positive critique using art vocabulary.
Geography	We will be exploring physical geography through rivers: the water cycle and key river features (source, tributary, meander, confluence, floodplain, mouth). We'll strengthen locational knowledge by mapping major UK rivers and regions, and we'll develop fieldwork skills—making safe observations at a local watercourse, taking simple measurements (width, depth, flow with a float), drawing sketch maps, and presenting findings using graphs and digital tools (e.g., digital OS maps and aerial imagery).	Explore local watercourses safely; notice features (meanders, banks). Watch short clips on the water cycle. Use maps (paper or digital) to locate major UK rivers and discuss land use changes.
History	Beyond Face Value - historical enquiry and interpretation. The unit looks at three periods rather than one: Tudor portraits (Henry VIII & Elizabeth I), Victorian factories and town life, and the WWII Home Front (evacuation & the Blitz). Across these cameos, children learn what historians actually do—question sources, consider who created them and why, and compare different accounts—so they don't take everything at face value. These evidence-weighing skills, including recognising bias and propaganda, are genuine skills for life that help pupils navigate information well beyond the history classroom.	Talk critically about sources in books/news. Ask: Who made this? Why? What evidence supports it? Compare different accounts and discuss how interpretations can change.
Music	This term, children will compose their own songs, exploring structure (verse/chorus/bridge), melody and rhythm, and performing in small ensembles to develop timing, balance and listening skills. We'll use core theory (note values, time signatures, keys/chords) to support creative choices, then evaluate performances—giving and using constructive feedback to refine lyrics, harmony and dynamics.	Share playlists across genres; clap rhythms; encourage simple songwriting (verse-chorus). Discuss how changes in tempo, dynamics and instrumentation affect mood.
PE	Gymnastics & OAA (Real PE focus) This term we're combining gymnastics (balances, rolls and short sequences using apparatus) with Outdoor & Adventurous Activities (OAA) that build teamwork through problem-solving and simple navigation challenges. Our Real PE strands are	Practise balances and sequences; family challenges outdoors (simple navigation, teamwork). Encourage reflecting on tactics

	Cognitive (game awareness, tactics and decision-making) and Creative (responding imaginatively and adapting skills to new tasks). Children will plan, perform and evaluate their own sequences and strategies, focusing on safe movement, clear communication and reflecting on how to improve.	and how decisions change with space/opponents.
PSHCE	This half term we're using Jigsaw: Dreams & Goals to set realistic targets, celebrate effort and practise planning steps towards success. After half term we move to Jigsaw: Healthy Me, covering personal responsibility, the facts about substances, recognising exploitation, and strategies for emotional/mental health and stress management—all taught in a calm, age-appropriate way. Alongside this, MindMate lessons focus on Solving Problems and Strong Emotions, helping pupils name feelings, choose coping strategies and seek help when needed.	Help set realistic personal goals; celebrate achievements. Discuss health choices and online safety. Practise strategies for stress (sleep, routines, exercise, breathing).
RE	What do Christians believe about Jesus' death and resurrection? This term we'll explore key events of Holy Week—Palm Sunday, the Last Supper, Good Friday and the Resurrection—and what Christians believe these moments show about Jesus, forgiveness and hope. Pupils will look at gospel accounts, compare how the stories are told, and discuss respectful parallels in literature (e.g., themes of sacrifice, loyalty and new beginnings). Lessons focus on understanding beliefs and language, asking thoughtful questions, and reflecting on how stories can shape values and choices.	Talk about the Easter story respectfully; compare different retellings (including literature). Discuss symbolism and what these beliefs mean to Christians today.
French	Language Angels scheme – building vocabulary and speaking confidence through practical topics and songs.	Practise phrases at home; label items around the house in French; listen to short songs/dialogues and repeat aloud.

Specific dates and home learning

**P.E. Dates (please make sure that your child comes to school in a full, named PE kit on these days):** PE Days - Monday and Wednesday.

**Home learning** - Reading x3 per week (checked Mondays); TT Rockstars (checked Tuesdays); Spellings (issued and tested Fridays); Maths KIRFS - practise at least x3 per week; CPG Books - tasks set to support SATs preparation.

Spring assessment checkpoints: February SATs Mock; April SATs Mock.

Thanks,

Mr W