Curriculum Newsletter Spring Term 2026 – Year 6

Topic

Term	Topic
Autumn first half Term	**WW2**
Autumn second half Term	
Spring first half Term	**Empire Windrush**
Spring second half Term	**Evolution**
Summer first half Term	**Ancient Greece**
Summer second half Term	**Living things and their habitats** **Animals including humans**

RE

This term we will be studying the two themes of:

From Galilee to Jerusalem

From Desert to Garden

Literacy

Reading

We will be reading a range of fiction and non-fiction texts and discussing key features of texts and the differences between different types of books and their layouts. In school reading includes independent reading and whole class reading. For maximum progress to be made, it is vital that children are still reading with an adult on a daily basis at home.

The Year 6 children will use their organisers to record books read, this will need to be signed by parents.

Children have the opportunity to borrow a book from Cardinal Wiseman library on a fortnightly basis.

Writing

This term we will be learning to write effectively in the following genres:

- Non-chronological reports
- Classic narrative
- Cautionary poems linked to evolution
- Persuasive writing
- Flashback stories

Within each genre we will look at the key features and learn to recognise and use these within our own writing.

Grammar and Punctuation

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
Sentence	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Text	Linking ideas across paragraphs using : repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
Punctuation	Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information
Terminology for pupils	ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

Revisit

Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful etymological notes on curious or difficult words

Word endings

Words with the letter string '-ough' Words ending in '-able' and '-ible'

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed

Hyphen

Use of the hyphen (co-ordinate, co-operate)

Dictionary

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

Proofreading

Focus on checking words from personal lists.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Mathematics

The new National Curriculum for mathematics aims to ensure that all pupils:

 become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

 reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

 can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This new curriculum contains a greater emphasis on calculation WITHOUT the use of electronic calculators

SPRING 1

Negative numbers, and solving problems involving numbers	● To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit. ● To round any whole number to a required degree of accuracy. ● To use negative numbers in context, and calculate intervals across zero. ● To solve number problems and practical problems that involve all of the above.
Mental and written addition and subtraction of decimals and money	● To perform mental calculations, including with mixed operations and large numbers. ● To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ● To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Mental and written multiplication and division	● To perform mental calculations, including with mixed operation and large numbers. ● To identify common factors, common multiples and prime numbers (Children could practise using mental methods that involve using factors, for example.) ● To use their knowledge of the order of operations to carry out calculations involving the four operations. ● To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Calculating with fractions	● To add and subtract fractions with different denominators, using the concept of equivalent fractions. ● To associate a fraction with division to calculate decimal fraction equivalents (0.375) for a simple fraction (3/8). ● To multiply simple pairs of proper fractions, writing the answer in its simplest form (1/4 ÷ 1/2 = 1/8). ● To divide proper fractions by whole numbers (1/3 ÷ 2 = 1/6).

Reflections and translations on coordinate axes	● To describe positions on the full co-ordinate grid (all four quadrants). ● To draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
Perimeter, area and volume	● To recognise that shapes with the same area can have different perimeters and vice versa. ● To calculate the area of parallelograms and triangles. ● To recognise when it is necessary to use the formulae for area and volume of shapes. ● To calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units such as mm3 and km3.

SPRING 2

Calculating with large numbers	● To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication. ● To divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. ● To perform mental calculations, including with mixed operations and large numbers. ● To use their knowledge of the order of operations to carry out calculations involving the four operations. ● To solve problems involving addition, subtraction, multiplication and division.
Multiplying and dividing decimals	● To multiply one-digit numbers with up to two decimal places by whole numbers. ● To use written division methods in cases where the answer has up to two decimal places. ● To solve problems which require answers to be rounded to specified degrees of accuracy.
Percentages, decimals and fractions	● To solve problems involving the calculation of percentages of whole numbers or measures and the use of percentages for comparison. ● To recall and use equivalences between simple fractions, decimals and percentages, including different contexts.
Simple formulae	● To express missing number problems algebraically. ● To use simple formulae expressed in words. ● To find pairs of numbers that satisfy number sentences involving two unknowns. ● To enumerate all possibilities of combinations of two variables.
Area and volume	● To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places, where appropriate. ● To use read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to three decimal places. ● To calculate the area of parallelograms and triangles. ● To recognise when it is necessary to use the formulae for area and volume of shapes.
Line graphs	● To interpret and construct pie charts and line graphs and use these to solve problems.

Topic

In **science,** we will be studying the evolution of plants and animals through time and how they have adapted to suit their ever changing environment. We will be studying Darwin's 'Theory of Evolution'

In **history/geography**, we will be studying the Windrush Empire. We will study why migrants travelled to the UK, how they were treated upon their arrival and how the migrants have shaped the UK today.

In **DT** we will be completing some exciting projects with Mrs Verity

In **art,** we will study the work of Henri Rousseau and Naïve Style. We will use observational drawing sketches of wildlife and jungle scenery.

Communication with parents

It is very important to us as a school that we work in partnership with parents. Therefore we welcome any feedback you can give us about your child and their experience in school. If you have any concerns or worries, please see your child's class teacher, Miss Parillon/ Mrs Williams. There will be a parent/ teacher meeting in February for an opportunity to meet formally with your class teacher to discuss your child's progress.