

Year 6 Summer Curriculum Newsletter

Dear all,

Welcome back to Summer Term 2025.

For some of you this will be your final term with us at St Mary's and I would like to take this moment to thank all of you for your continued support. It truly has been a pleasure to teach your children this year.

I hope you all had a lovely Easter holiday and that everybody is looking forward to the new term.

This newsletter will inform you of all the exciting things your child will be learning about during the upcoming term.

General Reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary.

Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE day is Friday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Homework will be set on a Thursday and be due back the following Wednesday. This will be a weekly piece of Maths, English and Spelling.

Key events

This term is a busy one. Please see below for some key events coming up.

Key Stage 2 Assessment Week (SATs): Week commencing 12th May

Class Mass with Year 5: 13th June

Snape: 10th July

Parish Mass: 10th July

Year 6 Work Share: 16th July

Key Stage 2 Summer play: 17th and 18th July

Year 6 Leavers Assembly: 21st July

Year 6 End of Year Gathering (evening event): 21st July




In addition to the above we will be working on the Key Stage 2 play and creating memory boxes.

Curriculum




Religious Education

This term in R.E. we will be completing Branch 5: To the Ends of the Earth and Branch 6: Dialogue and Encounter.

Branch 5:

 Understand By the end of this unit of study, pupils will be able to:		
U6.5.1.	Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (RVE)	
U6.5.2.	Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.	
U6.5.3.	Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.	
U6.5.4.	Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.	
U6.5.5.	Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.	
U6.5.6.	Describe how one charity studied witnesses its Christian faith through its work. (RVE)	
 Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:		
D6.5.1.	Consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book', and give some reasons why some people find it difficult to believe things they have not seen.	
D6.5.2.	Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith. (RVE)	
 Respond During this unit of study, pupils will be invited to respond to their learning, for example by:		
R6.5.1.	Considering what beliefs matter most to them. (RVE)	
R6.5.2.	Comparing their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life. (RVE)	
R6.5.3.	Reflecting on how the work of charities can support people facing injustice or persecution. (RVE)	

Branch 6:

Expected outcomes		
 Understand By the end of this unit of study, pupils will be able to:		
U6.6.1.	Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. (RVE)	
U6.6.2.	Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE)	
U6.6.3.	Use the term 'worldviews' and understand its meaning, giving simple examples. (RVE)	
U6.6.4.	Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (RVE)	
 Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:		
D6.6.1.	Reflecting on the statement 'Everyone should be concerned to create and support institutions that improve the conditions of human life' (CCC 1926), consider how this challenges people to change. (RVE)	
D6.6.2.	Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals. (RVE)	
D6.6.3.	Explore some examples of creative expressions of faith from a Dharmic pathway. (RVE)	
D6.6.4.	Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life. (RVE)	
 Respond During this unit of study, pupils will be invited to respond to their learning, for example by:		
R6.6.1.	Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities. (RVE)	
R6.6.2.	Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue. (RVE)	

Maths

Please note: Post Key Stage 2 Assessments we will be undertaking a wide variety of investigations and puzzles as well as consolidating and revising key areas ready for secondary school.	
Algebra	
Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	
Ratio	
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	
Position and Direction	
Read and plot co-ordinates in 4 quadrants. Translate shapes across the y and x axis. Reflect shapes along the y and x axis.	

English

Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Year 6 grammar and punctuation and build on learning from Year 5.

This term we are using a range of texts and resources to influence our writing

Children will have the opportunity for free reading time in class & they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily.

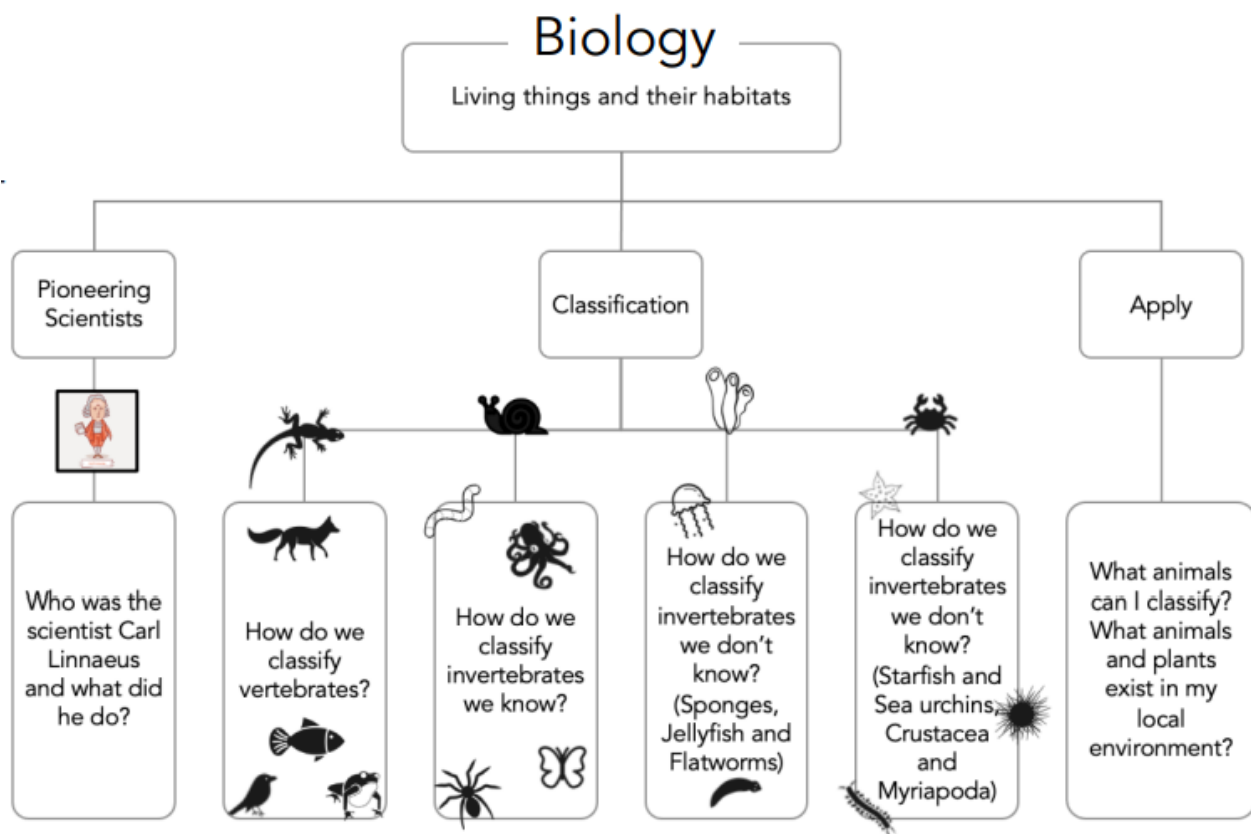
Reading	Writing	SPAG
Key texts this term: Skellig and Dare to be You <ul style="list-style-type: none"> Understand what they read by: <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical

<p>language, considering the impact on the reader</p> <ul style="list-style-type: none"> • Provide reasoned justifications for their views. • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>-Distinguish between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. 	<p>connections (e.g the use of adverbials such as, "on the other hand", "in contrast", or "as a consequence"), and ellipsis (omission of word or phrase)</p> <ul style="list-style-type: none"> • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text • Use of the passive to affect the presentation of information in a sentence
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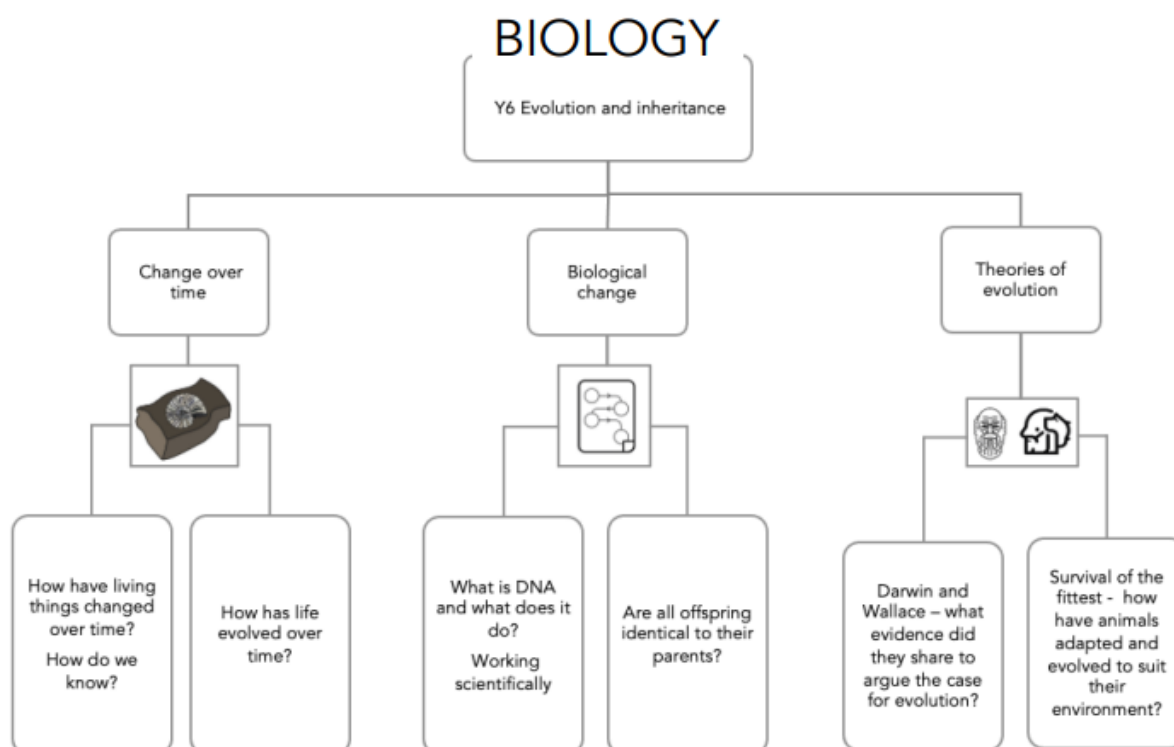
Extended Writing Outcomes include: Narratives, speech writing, newspaper report, explanatory text, letter writing and a guide to year 6.

Science

Our topics this term are: living things and their habitats and Evolution and inheritance



Children will continue to develop their Working Scientifically skills by planning, designing, undertaking and evaluating their own investigations.

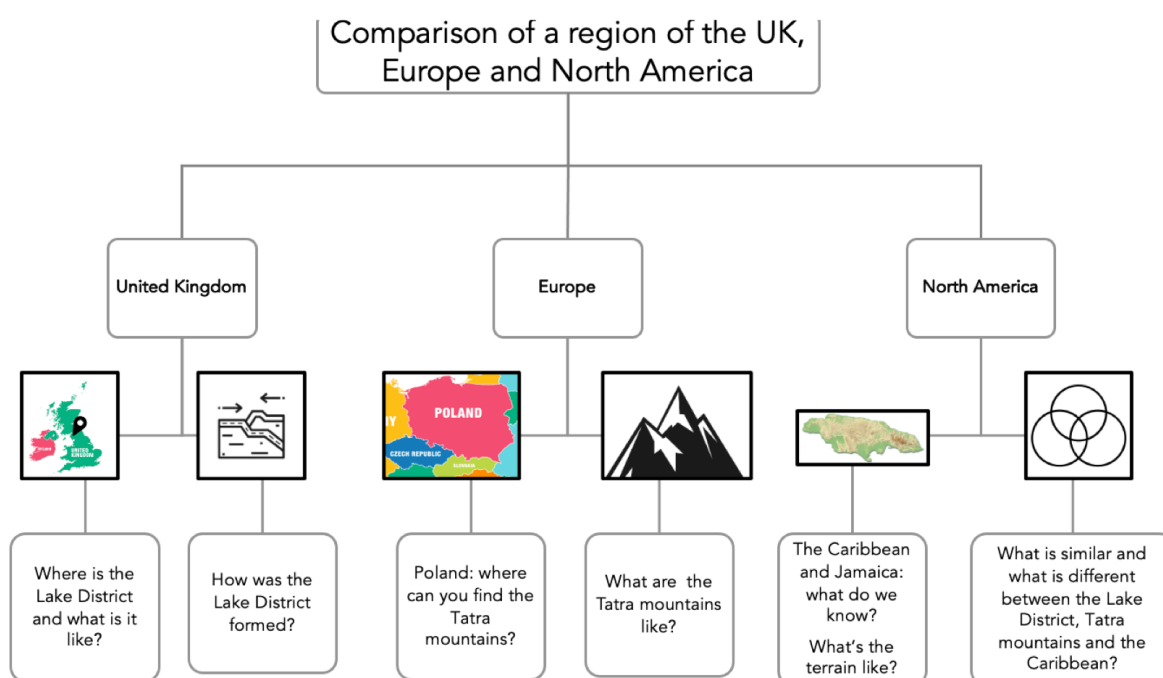


Geography

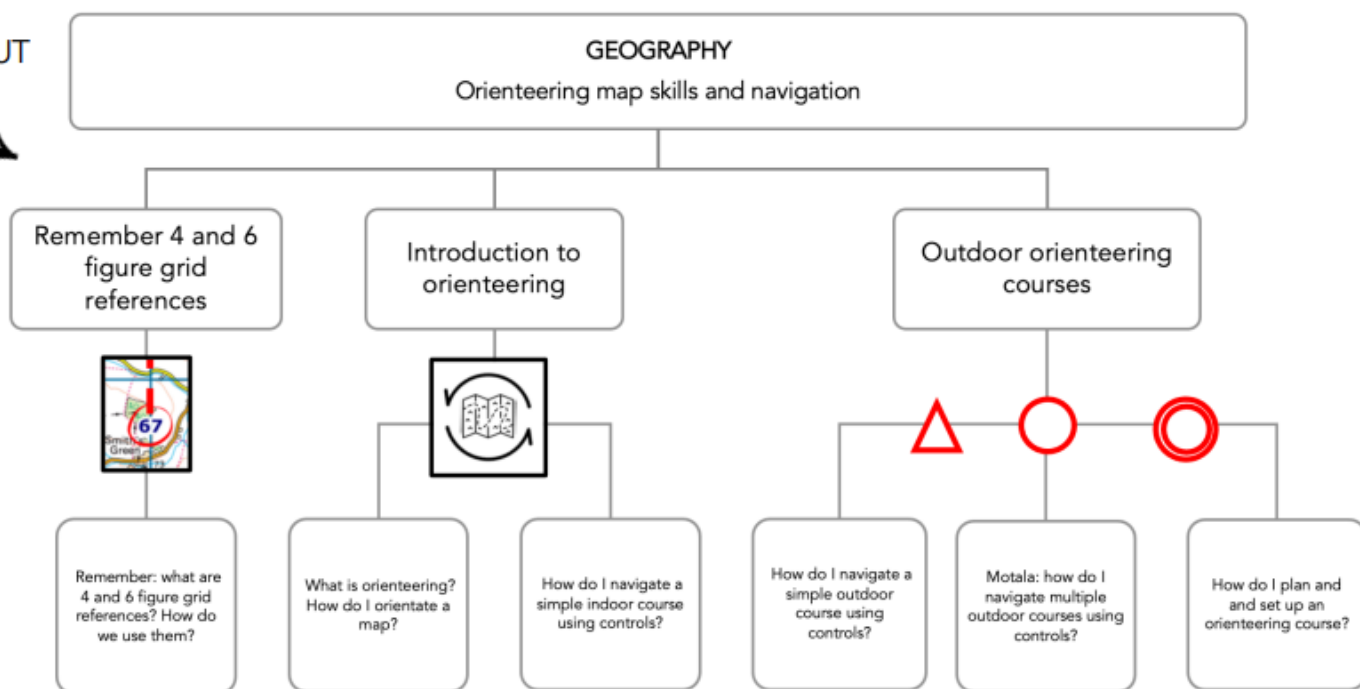
Our topic for this term is a comparison study – UK, Europe and the Americas and Orienteering: map and fieldwork skills.

LOCATION & PLACE

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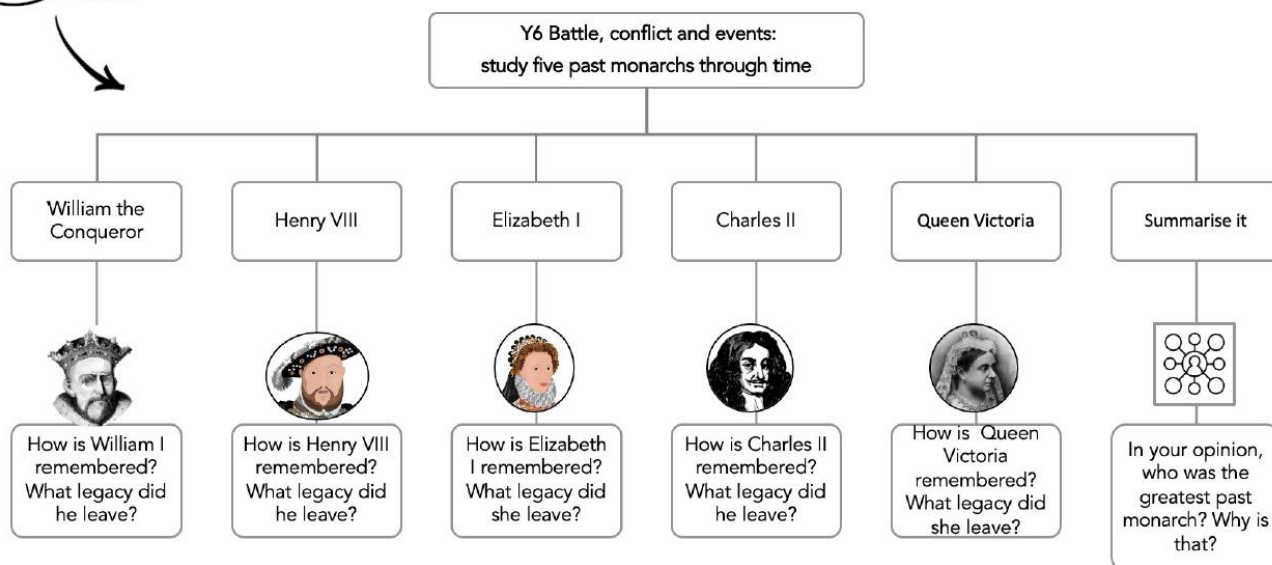


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History

Our topic for this term is: The Study of 5 Key Monarchs.



Art

Our topics for this term are painting and 3D sculpture (Arts Week)

At the end of this block, pupils will ...	
Know:	Be able to:
Depth can be created by layering effects one on top of the other	Select and combine appropriate techniques to create the illusion of water and depth

In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.

D.T

Our topic for this term is electrical systems and mechanisms

At the end of this block, pupils will ...	
Know:	Be able to:
More than one switch can be used to change the functionality of a product	Use switches to adapt a product in response to a design brief

In this block, pupils will learn how switches can be combined with electrical components in different ways to change the functionality of a product.

At the end of this block, pupils will ...	
Know:	Be able to:
Types of pulley systems and gears	Design and make a model Ferris wheel powered by gears
Common uses of pulleys and gears	Evaluate the success of their outcomes and recommend improvements
How pulleys and gears can create simple mechanisms and change direction of movement	

In this block, pupils will investigate how pulleys and gears work and design and make their own gears product. Pupils will select and use a variety of modelling materials to create final outcomes.

Computing

Our area of learning for this half term is: Creating Media: Web page creation

Learning Focuses					
I am learning to review an existing website and consider its structure.	I am learning to plan the features of a web page.	I am learning to consider the ownership and use of images (copyright).	I am learning to recognise the need to preview pages.	I am learning to outline the need for a navigation path.	I am learning to recognise the implications of linking to content owned by other people.

PSHE

Our weekly lessons will focus on a range of themes. We will also be completing our RSHE lessons – for which I will send out further information about nearer the time.

P.E, Music & French

P. E, Music and French will be taught by Mrs Dyer on Friday afternoons.

I look forward to working with you over the term. Should you ever have any questions or problems, please don't hesitate to make an appointment to see me, pop a note in the home-school diary or email the school. I am really looking forward to this final term and celebrating your children's time here at St Mary's.

Kind regards,

Mrs D-N