

# Year 6 Spring 2026

The Year 6 team would like to take this opportunity to wish you a Happy New Year! We hope that 2026 has lots of fun in store for you. If throughout the term you feel there are things you would like to discuss with your child's class teacher, please don't hesitate to get in contact with us. We are always available at our doors at the end of the day, alternatively if you need to pass on a message in the morning, then please convey any communication either via a note with your child or by email to the front office.

## Spelling and Presentation

Over the last term, we have been working very hard in school on the children's spelling and presentation. Please can we ask that you support us in this by encouraging your child to present their homework neatly. All handwriting should be joined and your child should be taking care to use correct spellings and punctuation, in particular capital letters and full stops **must always** be accurate.

## Behaviour

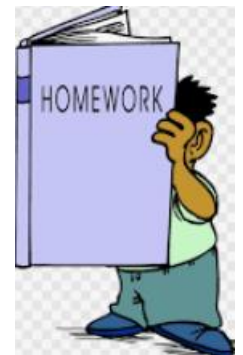
Please could you continue to encourage your child to make positive choices throughout their school day, both in the classroom and on the playground. This is a very important term in Year 6 and we want to ensure that all children achieve their full potential! It will also help with their transition to high school.

The children will continue to be regularly awarded class dojos for good behaviour choices, which in turn equate to a bronze, silver or gold award.

## Homework

Our half-termly homework supports the learning in class and it is important the children keep up to date with this schedule. We would be grateful if parents could continue to reinforce this message at home and support children with their homework.

Subject	Set	Due
Mathematics / English / Reading/Science.	Set Monday Children can choose an activity from the sheet to complete each week. This can also be found on the school website.	Handed in following Monday
Reading	Children should read for at least 25 minutes per day and complete an Accelerated Reader quiz when they have finished their book.	
Times Tables (TTRS)	Children should be accessing 'Times Table Rockstars' several times a week. We also encourage them to practice their multiples in other ways: chanting and identifying patterns.	



## Appropriate clothing

Please can you ensure your child is coming to school appropriately dressed, including having a coat for break times. During the cold weather, children may wear an extra layer of clothing, but their red school jumper or cardigan must be their top layer.

On PE days, the children should come into school wearing their red jumper and school shoes. They will then change into their trainers before their PE lesson begins. Long hair must be tied back and all jewellery removed. If your child cannot take part in a PE, they must have a signed note from home.

## SATs

During this term, we will also be preparing for the upcoming KS2 SATs that the children will sit on the 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, and 14<sup>th</sup> May 2026. This will involve completing the learning programmes for maths and developing skills in reading, spelling and grammar.

We do kindly ask that you don't complete any past papers at home, as we use these in school to help with our assessments.



Accelerated  
Reader

## Accelerated Reader

The children should have now received their new reading target for this term. This target is set from 12/1/26 and will run until 13/2/26. The children can quiz at school and at home via the following link:

<https://global-zone61.renaissance-go.com/educatorportal/home>



## English

Throughout the term, we will continue to extend the children's knowledge and enjoyment of a range of genres, our writing tasks will include:

- Extended third person narrative – adventure stories.
- Little Freak – a character and setting description.
- Explanation text – The Circulatory System

The children are enjoying taking part in whole class reading activities during our guided reading sessions Over the term, each class will read 'The Tempest' by William Shakespeare, 'Darwin's Voyage of Discovery' by Jake Williams and 'Politics for Beginners'.



Should you wish to provide extra support for your child at home, there are several interesting and useful websites that provide stimulating resources and activities.

- <http://www.bbc.co.uk/bitesize/ks2/english/>
- <http://www.bbc.co.uk/education/subjects/z3kw2hv>
- <https://www.thenational.academy/>

## Oracy

<p><b>Instigator</b></p> <p>Starts the discussion or opens up an issue topic for discussion.</p> <p><b>Will say:</b></p> <p>I would like to start by saying...          I have an interesting question...          We haven't covered...          Let's also think about...</p>	<p><b>Prober</b></p> <p>Digs deeper into the argument, asks for evidence or justification of ideas.</p> <p><b>Will say:</b></p> <p>What do you think would be the effect of...?          Why do you think...?          Could you provide an example to support what you are saying?</p>	<p><b>Challenger</b></p> <p>Gives reasons to disagree or presents an alternative argument.</p> <p><b>Will say:</b></p> <p>I disagree with you because...          You mentioned I did what about...          I understand you, I think...          However, your point of view, but have you thought about...?</p>
<p><b>Clarifier</b></p> <p>Simplifies and makes things clearer by asking questions.</p> <p><b>Will say:</b></p> <p>What do you mean when you say...?          Can you explain it more about...?          Does that mean...?          Please can you tell what you mean by...?</p>	<p><b>Summariser</b></p> <p>Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.</p> <p><b>Will say:</b></p> <p>I heard, the main points were...          I think you are saying...          Our discussion focused on...          The other main things we talked about were...</p>	<p><b>Builder</b></p> <p>Develops, adds to or runs with an idea.</p> <p><b>Will say:</b></p> <p>I agree, and would like to add...          Building on that idea, I think...          Let's see what it leads to, think...</p>

As a school, we are focusing on using discussion roles within our lessons. These roles encourage children to listen actively and respond appropriately to what their partner or group has said. We also use sentence stems to support this process.

- I am sure...
- I wonder...
- I think...
- I believe...
- In my opinion...

## Mathematics

Whilst building on prior knowledge from the Autumn term, this term the children will also learn to:

- Find fractions and percentages of amounts.
- Convert between fractions, percentages and decimals.
- Solve algebraic questions.
- Convert between measurements.
- Find ratios and proportions.



Below is an example of arithmetic questions that the children complete at the beginning of each mathematics lesson.

$$5.87 + 3.123 = \quad 20\% \text{ of } 3,000 =$$

$$\begin{array}{r} 607 \\ \times \quad 83 \\ \hline \end{array} \quad 13.05 \times 1,000 =$$

Here are some useful and stimulating websites you may also like to use when at home.

- <http://www.bbc.co.uk/bitesize/ks2/maths/>
- <http://www.bbc.co.uk/education/subjects/zqhs34j>
- <http://www.khanacademy.org/>
- <http://www.mathsisfun.com/games/>

## Science and foundation subjects

During the first half of the Spring term, the children will be learning about the circulatory system. Following this, will be Light.



Our PSHE units will begin with 'Dreams and Goals' and then during spring term two we will cover 'Healthy Me'.



Our indoor PE unit is badminton and our outdoor unit is hockey.



On Thursday morning/afternoon when the teachers are planning, the children will be learning music, French and P.E.