

# Bel Royal Primary School

*Each Unique, Together We Thrive*

## Year 6 Curriculum Newsletter

### English

This term, we will be using three high-quality texts to develop children's spoken language, reading and writing skills:

*Darwin's Voyage of Discovery* by Jake Williams, *Moth* by Isabel Thomas, and *The Wind in the Wall* by Sally Gardner. Discrete sessions in spelling, handwriting and reading will continue, tailored to each child's stage of development.

Through these texts, we will strengthen key reading skills such as asking questions, making predictions and summarising important information. We will explore characters' thoughts, feelings and motives, using evidence from the text, and discuss how authors use language to create impact and engage the reader.

Drawing on techniques used by these authors, we will write biographies, letters and diary entries, building on existing writing skills. We will assess the effectiveness of our own and others' writing, editing and improving our work using feedback.

Grammar and punctuation will be taught both through text study and discrete lessons. This term, we will focus on higher-level punctuation, including semicolons, colons and dashes, as well as devices that create cohesion across a piece of writing.

Discrete grammar lessons will also support children as they prepare for the end of KS2 tests, alongside work on how to approach and answer questions in the Reading test.

To further develop reading fluency and enjoyment, we will continue to bring home carefully selected reading books. These should be read aloud at least three times to build confidence, expression and accuracy. One of these reading sessions should be recorded and uploaded to Seesaw. We encourage you to discuss the books your child is reading and to refer to our parent guidance for ideas on supporting reading at home.

[Home – Reading Guidance.](#)



# Mathematics

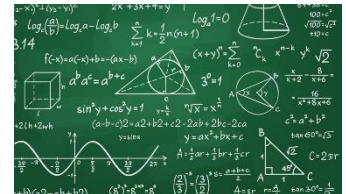
This term, we will continue using the *Maths – No Problem!* approach to deepen children’s understanding of key mathematical concepts through problem-solving and reasoning.

We begin by completing our work on fractions, with a focus on using the four operations confidently. We will then move on to decimal numbers, building our understanding of place value and applying this to measurement, including converting between different units.

Next, we will explore percentages, learning how to calculate percentages of numbers, find percentage change and use percentages to compare quantities. This will lead naturally into our unit on ratio, where we will use ratios to compare amounts and solve a range of problems.

Later in the term, the children will be introduced to algebra, using it to describe number sequences, find unknown values and apply simple formulae to real-life problems.

Alongside this, we will continue to develop their arithmetic fluency each week. Regular practice with a variety of methods will help build confidence and accuracy—important skills as we prepare for the end of Key Stage 2 assessments.

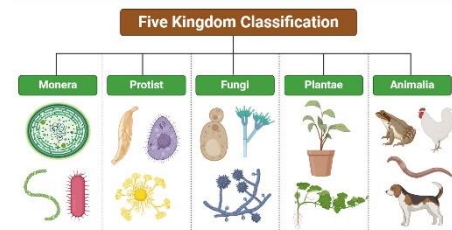


# Science

This term we are learning about classification, adaptation and evolution. We will explore how living things survive and thrive in their environments and how scientists group and study them. We will investigate how animals and plants are adapted to where they live, including those in extreme environments such as deserts and the polar regions. When comparing different adaptations, we will consider the advantages and disadvantages of each and how adaptations over time can lead to evolution.

In addition, we will develop our skills in classification, using keys to identify living things in the local area and researching animals and plants from other habitats. We will learn how scientists classify organisms into broad groups based on observable characteristics, and how evidence is used to support or challenge scientific ideas.

Throughout the unit, we will work scientifically by asking questions, analysing evidence and explaining our reasoning like real scientists.



**Each Unique, Together We Thrive  
Include, Believe, Achieve**



## Geography

This term, Year 6 will be exploring the exciting continent of South America, learning about its countries, climates, and unique landscapes. Our main focus will be the Amazon Rainforest, one of the most important and biodiverse places on Earth.

We will discover what the Amazon is like, who lives there, and why it is essential for the health of our planet. We will look at how the rainforest helps regulate the climate, supports millions of species, and provides vital resources for people around the world. We will also learn about the environmental challenges the Amazon faces today and consider how we can help protect it for the future.

Throughout the unit, we will work with maps, case studies, and real-world examples. We will have opportunities to discuss environmental responsibility, think critically about human impact, and reflect on how our own choices can contribute to a more sustainable future.

By the end of the unit, we will have a deeper understanding of South America and feel inspired to think about our role in supporting a sustainable world.



## PE

This term in PE, Year 6 will be focusing on Ballet d'Jerri and Gymnastics.

Children will learn the basics of ballet, developing balance, coordination, and timing. They will explore simple choreography and work towards a performance, hopefully at the new Opera House.

In gymnastics this term, pupils will be creating their own sequences using different levels, directions, and pathways. They will work with partners and groups, using formations and apparatus to improve the quality of their performances. Children will also learn how to give and receive feedback, helping them refine control, fluency, and overall performance skills.

## Art and DT

Linked to our geography unit, we will be exploring the vibrant art and design traditions behind carnival headdresses. We will study costumes from festivals around the world, looking at colour, pattern, symbolism, and cultural significance and then develop our own design ideas in sketchbooks before creating a headdress. We will then decorate these using bold colours and embellishments inspired by carnival celebrations.



*Each Unique, Together We Thrive*  
**Include, Believe, Achieve**



## Music

This term in Music, we are exploring world music through African Drumming and Brazilian Samba. We are learning to listen to and appraise different styles, play a range of drums and percussion instruments, and develop rhythm through call-and-response and body percussion. We will learn how music is used to bring communities together, hopefully, culminating in a carnival-style performance combining music, movement and costume.



## Computing

This term, we will learn about programming with variables by exploring how they are used both in real life and in coding. Using Scratch, we will experiment with changing variable values, identify and name variables appropriately, and apply these skills to adapt and design our own simple games. We will also plan algorithms, create our own artwork and evaluate our finished projects.

In addition, we will develop data handling and spreadsheet skills. We will collect data (linked to our science work), organise it in tables, format spreadsheets and use formulas to calculate results. To put these skills into practice, we will plan and calculate the cost of an event using a spreadsheet.

## PSHE & RE

In PSHE this term, we will learn about respect, responsible behaviour, and our rights and responsibilities at home, in school and as citizens. We will explore different groups and communities, and learn how to be a positive, respectful member of a diverse society.

We will also develop online safety skills by learning how to evaluate digital content, use technology responsibly and know how to report concerns.

In addition, we will learn about money, including where it comes from, how to keep it safe, why managing it well matters, and a simple introduction to enterprise.

In RE, we will be exploring key Christian beliefs about Jesus and how these fit into the wider story of the Bible. We will look at how Christians express their beliefs and the different ways Christians live out these beliefs in their daily lives.

As part of their learning, we will reflect on questions such as: *Why do Christians believe Jesus is the Messiah? What difference might that make today? What does sacrifice mean, and how do we see it in the world around us?* We will consider a range of viewpoints and develop thoughtful responses of our own.

**Each Unique, Together We Thrive**  
**Include, Believe, Achieve**



## Home-Learning

Learning at home should be enjoyable, supportive of classroom learning and never a cause of stress or conflict. If you have any concerns about your child's home learning experience, please do get in touch with us.

### Reading

In Year 6, children are expected to read daily for pleasure. In addition, pupils will read our whole-class texts at home to build fluency and deepen comprehension. Activities to support this will be set on Seesaw.

### Maths

All pupils are expected to know their times tables securely. We know this can be challenging for some children, so we strongly recommend using TT Rockstars to build confidence and speed. Please encourage regular practice at home.

### Spelling

Weekly spellings will be sent home each Thursday. In their spelling books, children have a sheet outlining a variety of techniques to help them learn their words in the way that suits them best. We encourage them to try different strategies and to test each other on their spellings during the week.

### Geography

This term, Year 6 will complete a home learning project linked to our study of South America and the Amazon. A range of task options will be provided, designed to use and develop different skills. Every pupil is expected to complete at least five tasks by 6th March, when they will share their work with the class.

## DATES FOR YOUR DIARY

11 <sup>th</sup> February	Visit to Les Quennevais school to watch production of Calamity Jane
13 <sup>th</sup> February	Ballet d'Jerris performance at the Opera House
16 <sup>th</sup> -20 <sup>th</sup> February	Half Term
18 <sup>th</sup> March	Cross country at Les Quennevais
20 <sup>th</sup> March	Red Nose Day
1 <sup>st</sup> April	End of Term

*Each Unique, Together We Thrive*  
Include, Believe, Achieve

