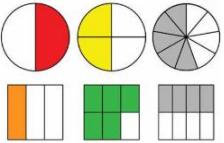
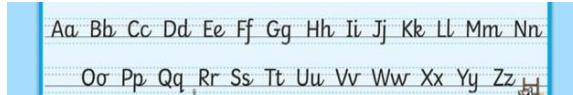
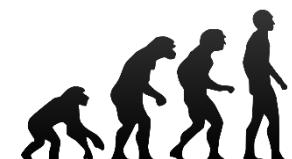


Term: Spring 2026	Year: 6 Owls	Spelling
<p>Mathematics</p> <p>We will continue to follow the White Rose progression for our maths learning, using our in-school fluency progression to help support the children's confidence in calculation and fundamentals. This half term, we will be looking at and manipulating fractions in various mathematical ways whilst practising our arithmetic skills and other foundational maths facts and strategies; ensuring that we are fluent and confident with these. We will also look at working with measurement in a range of areas. Then we will work on understanding ratio and algebra and generalisations of mathematical ideas. Children will be encouraged to explain their understanding of concepts and apply this to problem solving and reasoning activities. Often, homework will contain activities of this type where children explain their thinking. Finally, Year 6 will delve into area, perimeter and volume.</p>  	<p>English</p> <p>Writing:</p> <p>Writing opportunities this term will focus on:</p> <ul style="list-style-type: none"> • A newspaper report about Goldilocks • A biography about Rosa Parks • A non-chronological report on animals  <p>During writing lessons, as well as discrete punctuation and grammar lessons, we will practise a variety of writing techniques and features, including adverbs, colons, semi-colons and subordinate clauses.</p> <p>Reading lessons will focus on:</p> <ul style="list-style-type: none"> • Practising the VIPERS skills – vocabulary, inference, prediction, explanation, retrieval and summarising. • Reading a variety of texts and use these to answer related questions. 	<p>Year 5 and 6 spelling list and spelling patterns, including:</p> <ul style="list-style-type: none"> • Sound-spelling matches • Prefixes (se, ad, sub) • Suffixes (ate, ism, ibly, cious) <p>Handwriting</p> <p>To write consistently at speed with neat, legible and joined letters, working towards gaining a pen license.</p> <p>Students should take pride in the presentation and appearance of their work. The expectation is that their handwriting is always joined in the right places. We work on this during handwriting lessons.</p>  <p>Key texts</p> <ul style="list-style-type: none"> • Darwin's Dragons by Lindsay Galvin • Goodnight Stories for Rebel Girls by Elena Favilli
<p>How to help at home</p> <ul style="list-style-type: none"> • Practise year 5 and 6 spellings • Make sure your child knows their times tables up to 12x12. They should play TTRS daily. • Complete the homework tasks set • Listen to your child read and read to them • Establish clear bedtime routines • Monitor and limit screen time 	<p>Educational visits, visitors and key dates</p> <p>10th February – Safer internet day 11th and 12th February – Parent/Teacher consultations 16th – 20th February – Half-term w/c 2nd March – Careers week 5th March – World Book Day w/c 9th March – Science week 27th March – last day of term</p>	

Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p>Art: Surface and colour: 'Exploring Identity'. Students will use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>Music: This term's song is A New Year Carol. We will explore how music makes us feel, using a range of songs. We will be continuing to practise finding the beat and will use the glockenspiels to accompany our singing.</p> <p>Design Technology: In this DT unit, <i>Digital World: Navigating the World</i>, pupils will design a digital product linked to navigation and direction. They will do some simple programming, create a 3D model using Tinkercad, and learn how designers plan, test, improve, and present their ideas.</p> <p>Computing: We recently refreshed our understanding of e-safety and how to ensure we stay safe online. Our computing unit of the year is programming. We will be exploring how data is transferred by working collaboratively online.</p> <p>Spanish: Children will build on their previous learning to describe their mood. They will also practise describing themselves and others. They'll learn how to say what they have and what others have. They will then move onto saying what they do and what others do.</p>	<p>Personal, Social, Health Education:</p> <p>In PSHE, pupils will focus on staying healthy, safe, and managing risk. They will learn to recognise early warning signs in their bodies that tell them when something does not feel safe, understand personal boundaries, and know how to seek help from trusted adults within their support network. Children will also learn how to assess risks, recognise unsafe situations, and understand the importance of speaking up about worries, secrets, or harmful behaviour.</p>  <p>Later in the term, pupils will explore safety and risk in more detail by learning about medicines and drugs, including their effects, risks, and relevant laws. They will discuss how peer pressure and media influences can affect choices, learn strategies to manage risk, and identify where to find reliable information and support to help them make safe, informed decisions.</p>	<p>Science: In science, pupils will learn about evolution and inheritance, exploring why offspring are not identical to their parents. They will study how plants and animals adapt to their environments, learn what fossils tell us about the past, and develop an understanding of human evolution, including how modern humans differ from earlier ancestors.</p>  <p>Geography: This half term, Year 6 will explore where our energy comes from and why it is important. They will learn about renewable and non-renewable energy sources, use maps and grid references to locate places and features, and investigate how transport links have changed over time.</p> <p>History: This term, we will be using census records to learn about people's lives in the past, particularly in Victorian times. Children will ask questions, make inferences from historical sources, and explore how life has changed over time by comparing different census records.</p> <p>Religious Education: In RE, pupils will learn about Hindu beliefs, focusing on Brahman and atman and how these ideas influence the way Hindus live. They will explore stories and symbols, learn about Hindu deities, and understand why Hindus believe all life is sacred and how this shapes daily choices.</p>
Physical Development and Well being		
<p>In PE, pupils will take part in two different sessions each week (Tuesday and Thursday). In dance, they will create and perform movement sequences linked to their science topic of evolution and inheritance, using movement to show change, adaptation, and development over time. In basketball, pupils will develop their skills in passing, dribbling, shooting, and teamwork, while learning how to apply tactics and play fairly in games.</p> <p>Alongside their learning, pupils will be supported to look after their mental health and wellbeing. They will be taught practical strategies to help manage stress and worry, such as recognising emotions, using calming techniques, and developing positive thinking habits. This support will help prepare them for the demands of SATs and build confidence and resilience as they transition to secondary school in the summer.</p>		