

## Upper KS2 Half Termly Curriculum Overview

Year 6 - Summer 2 2025/2026

Dear Parents/Guardians, Welcome back. We hope you've had an enjoyable half term break and are looking forward to the final half term. We are pleased to provide you with information about the exciting things we will be covering in the different subjects over the coming weeks. Although SATs may be over, in Year 6 we will be extremely busy expanding our learning across the curriculum as well as getting out final assembly ready. I hope our final half term together is as enjoyable as the last 5.

Kind regards, Miss Nesbitt.

### Catholic life of the school

On a Monday morning, we begin the week by gathering as a school and reflect on the week ahead and pray together. On Wednesday we pray together as a Key Stage. On Friday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

On Tuesdays, Thursdays and Fridays, the children will continue to plan and lead with the teacher, classroom prayer and liturgy.

During the half term, each class will join with the parish to celebrate Mass. Please look out for further information on the weekly newsletter or on the school website.

This half term we are looking forward to of Padgate Walking Day when local schools and churches come together to celebrate the annual 'Walk of Faith' on Saturday 20th June. The Year 4 class will lead the school as the Holy Communion class.

On 26<sup>th</sup> June, for the feast day of St Peter & Paul (29th June) we will be taking part in the 'Day of Many Colours' in support of Mission Together fundraising 'to provide a safe and loving environment for children around the world to receive an education'. See the Mission Together website for further information.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.

<http://www.wednesdayword.org/school/index.htm>

### Health and well-being

We encourage all the children to be active at playtimes and have a variety of equipment for the children to enjoy. Children will be encouraged to drink water throughout the day, therefore it is important that the children have their bottles in every day. In Year 6 we encourage the children to use refillable water bottles as opposed to single use plastic bottles.

Healthy snacks are promoted every day and the children will be given the opportunity to eat their snacks during morning playtimes. Please avoid sending nuts in any form into school as we do have children with allergies. Please avoid sending nuts in any form into school as we do have children with allergies. We take part in the Daily Mile and we are currently hard to build our stamina and fitness levels.

### Information and dates to remember:

- \*WC 8th June - Y1 phonic screening tests / Y4 Multiplication tests
- \*Sat 20th June: Padgate Walking Day
- \*26th June: St Peter and Paul Feast Day celebrations / Day of Many Colours / Year 4 Class Assembly
- \*30th June - Sports Day (Weather permitting)
- \*3rd and 11th July: Transition visits for all children across the school, to their new classroom in September.
- \*Thurs 16th July - Y6 Leaver's Mass, 9.15am
- \*Fri 17th July - Y6 Leaver's Assembly, 9am / End of school year

### Homework Information will be set on Google Classrooms

#### **English homework**

English homework will be set each Friday and is to be handed in on the following Monday.

**Spellings** will be given out on a Monday and to be learned at home. The children also need to know the Y3-4 and Y5-6 spellings that can be found in the centre of their reading records.

**Maths homework** will be set on a Tuesday and is to be handed in on Friday of the same week.

**Reading** Each child should read for a minimum of 20 minutes per night and complete their reading records.

### Concerns and messages

If you have any concerns or problems, please do not hesitate to email me or speak to me at the school gate.

[teachers@socps.co.uk](mailto:teachers@socps.co.uk)

Year 6

General Class  
Information

Big Maths

Later in the term, children will bring a Big Maths worksheet home for homework. This will have lots of different types of maths questions for your child to have a go at.

Every Monday morning, the children will be taught in small groups led by an adult.

The teaching will focus on the key objectives in Maths for that week at the pupil's appropriate stage and level of learning. This small group work will help to address any mistakes or misconceptions the children may have with number and close any gaps in their knowledge. The aim is to increase a pupil's confidence, accelerate progress and secure fluency in basic skills.

To best help your child in Maths, please support with homework tasks and practise fluency in times tables and number bonds.

Reading

The children will develop their reading in class throughout the week through shared reading and guided reading sessions. I shall be monitoring their reading progress carefully each week with my own records. Our class reading books for this half term are 'A Great Adventurers' by Alastair Humphreys, 'Plastic Planet' by Georgia Amson-Bradshaw and 'The Boy in the Striped Pyjamas' by John Boyne .

Your child will bring home two books; a reading banded book and a Sharing Book to read and enjoy with you.

Reading Banded Book

The reading banded book should be at a level the child can read at comfortably and not struggle, with some fluency and understanding. The band will be directed by the Class Teacher.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked regularly.

Sharing book

In order to encourage your child to develop their vocabulary and become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

**The school continues to run an early-doors reading and number club (£3) 8am - 8:45am each morning. We ask that children are in the club by 8.20am.**

**RE Branch 6: Dialogue and Encounter**

Describe some ways Christians work together with people of different worldviews to promote the common good.

Use the term 'world views' and understand its meanings and give examples.

Recognise links and simple connections between some Dharmic beliefs, practices and the way of life.

Explore some examples of creative expression of faith from a Dharmic pathway.

**RE Branch 6: Dialogue and Encounter**

Reflect on the statement; Everyone should be concerned to create and support institutions that improve the conditions of human life. Consider how this challenges people to change. Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals.

**Please read the RE newsletter on the school website for more information.**

**English****Reading**

Reading books that are structured in different ways and reading for a range of purposes.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.

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.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

**Writing:**

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance the action in longer passages.

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader.

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.

**Grammar and Punctuation:**

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms .

Using expanded noun phrases to convey complicated information concisely.

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets, dashes or commas to indicate parenthesis.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Mathematics****Fractions**

To explore equivalent fractions using models and concrete representations.

Use knowledge of HCF to simplify fractions.

To convert improper fraction to a mixed number and vice versa.

To compare fractions.

To add and subtract fractions where the denominators are multiples of the same number.

To add and subtract fractions where the denominators are not multiples of the same number.

To find the lowest common multiple.

To add fractions where one or both are mixed numbers or improper numbers.

To subtract fractions from mixed numbers with denominators that are multiples of the same number.

To subtract mixed numbers.

Solve problems involving fractions.

To multiply fractions and mixed numbers by integers.

To divide fractions by integers.

To combine the four operations when calculating with fractions.

To calculate a fraction of an amount.

To find the whole amount from a known value of a fraction.

**Decimals**

To recap understanding of numbers up to 3dp.

To multiply by 10, 100, 1,000 up to 3dp.

To apply knowledge to division.

To explore what happens when you exchange decimals.

To answer problems up to 2dp.

To explore the relationship between decimals and fractions.

To calculate fractions as decimals.

**PE**

**PE Monday –**

The children will be able to:

- Use Dynamic balance, agility and social skills.
- Make up a sequence and adapt it to different apparatus layouts.
- Use combinations of dynamics (pathways) to use space effectively

**PE Friday–**

The children will be taught how to:

- See new challenges as an opportunity to learn.
- Have a clear understanding of how to improve my work and that of others.
- Be able to respond physically in imaginative ways.
- Plan an activity including possible dangers.
- Negotiate and collaborate with others.
- Perform a range of skills fluently

**Please ensure that your child has the correct PE uniform of navy jogging pants, navy sweatshirt, white t-shirt, royal blue shorts and trainers.**

**PSHE – Living in the Wider World**

Understand the importance of caring for others and that we all have a responsibility to care for things and people around.

Understand what prejudice and discrimination are and why and how they should be challenged.

Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.

**RSE – Journey in Love**

The wonder of God’s love in creating new life:

**Physical**

To explain how human life is conceived.

**Geography – Can I carry out an independent fieldwork enquiry?**

Give examples of issues in the local area

Identify questions to be asked to find the relevant data

Justify which data collection method is most suitable

Design an accurate data collection template  
Identify areas along a route that are best for data collection

Discuss how to mediate potential risks

Collect data at pints located on an OS map.

Manage risks during a fieldwork trip

Identify any outcomes from data collected

**Science – Are some sunglasses safer than others?**

This unit revises key knowledge from the Year 6 units:

There are spiritual, moral, social and cultural links with Science. A range of jobs and careers use scientific knowledge and methods.

The work of modern-day scientists.

Scientific evidence is used to support or refute ideas or arguments.

Current scientific research is taking place with specific aims for the future.

# Year 6 Curriculum Map

**DT: Digital World: Navigating the World**

-Writing a design brief from information submitted by a client.

-Developing design criteria to fulfil the client’s request.

-Developing a product idea through annotated sketches.

-Placing and manoeuvring 3D objects, using CAD.

-Changing the properties of, or combine one or more 3D objects, using CAD.

-Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).

- Explaining material choices and why they were chosen as part of a product concept. Programming an N,E, S,W cardinal compass. Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.

Developing an awareness of sustainable design. Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch. Demonstrating a functional program as part of a product concept.

**Computing – Online Safety**

- Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.

-Explain how sharing online can have both positive and negative impacts.

-Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.

-Explain what a digital reputation is and what it can consist of. Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.

Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.

**Music**

Reflect, Rewind and Replay

- To listen and appraise Classical music.
- To continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- To play instruments within the song.
- To improvise using voices and instruments.
- To share and perform the learning that has taken place