

Upper KS2 Half Termly Curriculum Overview

Year 6 - Spring 1 2025/2026

Dear Parents/Guardians

Welcome back! We hope you've had a wonderful Christmas break and are looking forward to the New Year and the next half term. Thank you for your support and time spent at home; reading with your children, supporting with homework; learning spelling and boosting motivation, and getting your children to school prepared and on time every day – it is all very much appreciated. We are pleased to provide you with information about the different subjects over the coming weeks. Kind Regards Year 6 Team.

Catholic life of the school

On a Monday morning, we begin the week by gathering to reflect on the week ahead and pray together. On Friday, we have Celebration Assembly, when we celebrate the achievements of children from each class. Key Stage assemblies take place on Wednesday, and in class the children will continue to plan and lead prayer and liturgy with their teacher on Tuesdays, Thursdays and Fridays.

The children will attend a variety of school Masses/services, in Church, throughout the year. The oldest and youngest children will also buddy up for prayer and liturgy/Mass together.

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>

The children will be given the opportunity to take home our 'Ordinary Time' Prayer Bag this half term to share with their families at home. The bag will go home on Mondays and Thursdays.

St Oswald's School is aiming to achieve the Live Simply Award which is about 'Living Simply, Living Sustainably and Living in Solidarity' in a local, global and school level in line with Laudato Si, at the request of Pope Francis, we need to care for each other and our common home.

The Jubilee Year of Hope had now ended, but our journey has not. We will continue our journey to pray and act together for hope, for the suffering in our world.

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:

Mon 5 Jan - School opens

Tues 6 Jan - Whole School New Year Mass, 9.15am

Thurs 15 Jan - Year 5 Swimming Week 1

Thurs 15th Jan - Deadline for Reception application forms

Tues 20th Jan Y3/Y2 Buddy Mass, in church, 11am

Thurs 29th Jan - Individual Photos- Tempest

Tues 10th - Safer Internet Day

Tues 10th Feb Y6/EYFS Buddy Mass, in church, 11am

Fri 13th Feb - End of half term.

Mon 23rd Feb - School reopens

Homework information

Homework will be set on Google Classrooms

English Homework will be given out on a Wednesday and is to be handed in the following Monday.

Spellings will continue to learn our spellings throughout the week, which handed out every Tuesday.

Maths Homework will be given out 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.

Please can Parents/Carers sign Reading Records books three times a week. Supporting and discussing your child's reading with them, it really does help them with their understanding and comprehension.

Concerns and Messages

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

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 'The Selfish Giant' by Oscar Wilde, 'The Happy Prince' by Oscar Wilde.

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. 8am - 8:45am each morning. We ask that children are in the club by 8.20am.

RE: Branch 3 - Galilee to Jerusalem

- Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning.
- Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.
- Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.

RE: Branch 3- Galilee to Jerusalem

- Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.
- Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
- Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this. Give reasons why the Church teaches sacraments "are meeting points where God himself is present"

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 Tuesday –**

Indoor PE on Tuesdays will be supported by Daisy, our Sport's coach

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 Wednesday –

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.

Art – Making my voice heard

Pupils will be able to:

- Collect a good range of imagery, adding annotated notes and sketches.
 - Make relevant comparisons between different styles of art.
 - Use tools effectively to explore a range of effects.
 - Respond to the meaning of a spirit animal through drawing.
 - Generate symbols that reflect their likes and dislikes with little support.
 - Create a tile that is full of pattern, symbols and colours that represents themselves.
 - Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.

PSHE – Belonging to a community

To know about examples of rules in different situations.

To understand that different people have different needs. To understand how we care for people, animals and other living things in different ways.

To understand how they can look after the environment, e.g. recycling.

RSE – Journey in Love

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

Physical

–

Science – Circulation and Health

Pupils will be able to:

- Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health.
- Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.
- Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body.
- Identify the pattern between animals' size and heart rate and quote values as evidence.
- Describe how different exercises affect heart rate.

Our Curriculum Map

Computing – Big Data

Pupils will be able to:

- Understand why barcodes and QR codes were created.
- Create (and scan) their own QR code using a QR code generator website.
- Explain how infrared can be used to transmit a Boolean type signal.
- Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.
- Take real-time data and enter it effectively into a spreadsheet.

History – What was the impact of WW2 on British people?

Pupils will be able to;

- Identify the cause of World War 2.
- Identify the different phrases in the Battle of Britain.
- Make inferences and deductions about a photograph.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy and reliability of sources.
- Describe the impact WW2 had on women's lives.

Music

A New Year Carol

To identify and move to the pulse with ease.

To think about the message of songs.

To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

Use musical terminology when talking about songs.

Talk about music and how it makes you feel, using musical terminology.

To sing in unison and to sing backing vocals.

To demonstrate a good singing posture

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'.

Play a musical instrument with the correct technique.

Create simple melodies using up to five different notes and simple rhythms that work musically.