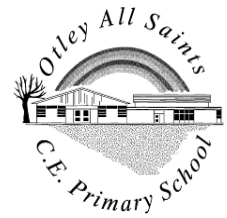


# Year 6 Newsletter Summer 2025

21/04/25



## Welcome back!

Welcome back, all the children. I can see they have all had a wonderful Easter break and are ready and ready to go for their last term at All Saints. What a busy and enjoyable term it will certainly be.

Key events this term will include lots of wonderful outdoor opportunities and various other end-of-year 6 events, so I have put some key dates below for you to add to your diaries. We also start to focus on preparing the children for their transition to secondary school, a very exciting and important step up in their lives.

Please don't hesitate to come and see me at school or ring the office to make an appointment.

Many thanks for your continued support.

Mrs Sutton

### Future dates for the diary

**SATs week** Monday 12th - Thursday 15th May  
**Trip to Chevin** (post-SATs celebration) - Friday 16th May  
**Bikeability** 2nd - 6th June  
**Junior Warrior** Friday 20th June  
**Let's Learn Moor** Monday 30th June  
**PHGS Transition days** Wednesday 9th - Friday 11th July  
**Y6 Leavers' Service** Thursday 17th July 2.00pm

### PE

Thursday (Mrs Fenton-Green from PHGS) Rounders/Cricket  
Friday (Mr Wilce) - Athletics and baseball

## Overview of learning this term

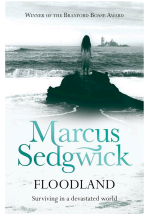
### English

*SATs revision (SPAG and reading) will be taking place for the first few weeks of this term.*

#### Grammar

We will continue to develop and secure our grammatical knowledge and understanding of aspects of our English curriculum from across KS2.

#### Narrative - Futuristic Fantasy



We will be reading *Floodland* by Marcus Sedgwick to inspire this unit based on Fantasy writing. It is set in an all too believable near future when many parts of England are submerged in water. Zoe has been left behind on an island, which used to be the city of Norwich and discovers a boat she wants to use to try and find her parents. This is an exciting story that many schools use in their English writing curriculum. The overall aim of this unit is to

engage children with a story with which they will empathise. They will also explore themes and issues and develop and sustain ideas through discussion, drama, storytelling and artwork. The children will also be writing in roles to explore and build empathy for characters. They will then write with confidence for real purposes and audiences.

#### Non-Narrative: Explanations

Children will use a range of texts to analyse key features of explanation texts. They will extract details of how or why something happens and use coordinating and subordinating conjunctions and conjunctive adverbials to create cohesion in their writing. They will also look at adverbials to aid cohesion and learn the difference between a restrictive and non-restrictive relative clause and the appropriate use of commas. They will collect notes relating to what they write about in their explanation from images, videos and texts/diagrams.

Finally, there will be a focus on producing a well-written introduction, which is often a tricky part of writing any text. Children will be honing their editing skills to write a piece that explains how and why something happens, linking to some topic work from other aspects of our curriculum this term.

#### Poetry: Ottava Rima

The children will learn about this eight-line Italian style of poetry, with a particular focus on the structure of the ABABABCC rhyme scheme. They will also look at how punctuation is included in this style of poetry.

### Christian Values

Our Christian Values this term are 'Honesty' and 'Respect'. The children will discuss these during class worship time, and we'll all try to demonstrate them throughout school.

### R.E

### Maths

#### Percentages

Continue to understand percentages, convert fractions, decimals, and percentages, and find percentages of amounts.

#### Geometry-Position & Direction

- Read & plot points (coordinates) in four quadrants
- Reflect shapes
- Translate shapes
- Solve problems with coordinates

*SATs revision will be taking place for the first few weeks of this term.*

#### Themed projects, consolidation and problem-solving

After SATs, the children will be developing their problem-solving skills within themed projects that include developing a bakery, a company that oversees tours to holiday destinations and having an understanding of bills and budgeting.

### History

History during this half-term is really exciting! The children will learn all about the evolution of crime and punishment through the ages, with a particular focus on Victorian times.

They will also learn about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. We are hoping to visit the Courthouse in Otley to look at the Victorian cells and take part in a workshop where they will act out a play based on real-life events.

Please note that the learning in this unit is part of the statutory learning (from the National Curriculum) on 'a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'. The content of the learning isn't as gory as it may sound, but focuses more on developing the children's historical enquiry skills, using sources to understand the different ways that criminals were tried and detained and how this compares to the modern legal system of today.

### D.I

This term, the children will develop their cooking skills and understanding of nutrition in our own 'Come dine with me!' They will first look at complementary flavours and then conduct some research to design their own three-course meal in small groups. They will then apply their culinary skills and knowledge to make their three courses. We may need some parent volunteers at the cooking stage, so we will get in touch in the next few weeks or so.

### Music

In music, our new unit is called *Ame sau vala tara bal*, which is a Gujarati devotional song with a melody based on the bhairavi raga. During this unit, in addition to singing the song, the children will learn about a variety of styles of Indian music, focusing on three in particular: bhangra, Bollywood, and classical. They will also be composing their own rhythmic piece for percussion instruments.



### Science

#### Our Changing World

The children will continue to build on and apply their knowledge of living things and how they are adapted to particular environments. We will look at ways in which physical characteristics, patterns of behaviour and life cycles help to adapt organisms and improve their chances of survival.



<p>We start the term with a focus on Judaism with our unit, 'How do Jews remember the kings and prophets in worship and life?' This builds on previous learning in KS2 about the covenant with God and how Jewish people live and celebrate their faith today. We explore a range of aspects of Judaism: what it is like to be Jewish and the covenant with God, exploring beliefs about God; how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source of learning and beliefs.</p> <p>Later in the term, we will focus on the unit 'Incarnation' from the <i>Understanding Christianity</i> learning resource. This will help the children to explain the place of Incarnation and Messiah within the 'big story' of the Bible. They will also explore connections between biblical texts, Incarnation and Messiah, using theological terms and understand how Christians put their beliefs about Jesus' Incarnation into practice.</p>	<p>The children will use a range of techniques to help them observe and monitor changes in the environment, the size of populations, and the behaviour of different groups of animals. Through working scientifically, the children will understand the need to plan all investigations carefully and refine their skills of observation, measurement, testing, recording and communication.</p> <p><b>Light</b></p> <p>In this module, we will examine light and shadows. The children will explore the relationship between light sources and the shape and size of shadows and conclude the module by designing and making their own experiments to prove or disprove one of the scientific questions. The children have already suggested some exciting ideas, such as a periscope and a shadow puppet theatre. We are looking forward to seeing what the children create!</p> <p><b>PSHE</b></p> <p>Our next unit of learning is 'Keeping Safe and Managing Risk', which will cover understanding acceptable and unacceptable behaviour and bullying.</p> <div data-bbox="803 674 902 819"> </div> <p>We will also be working on our transition unit to support the children's move to secondary school, using a book by Mr Burton called 'Go Big'. This unit will begin after half-term. I recommend this book to our children to support them through this exciting time.</p> <p><b>Computing</b></p> <p>The children will move on to programming, with a particular focus on using computers as designers and building complex systems. They will use Scratch and other online-based programming websites. Our Chromebooks will also continue to support us in our learning.</p>
<p><b>Geography</b></p> <p>Our focus in Geography for this half term will be on mapwork. We will be looking at maps of the local area and features of Otley, as well as reading compasses and using grid references on maps. We have a new trip organised called 'Let's Learn Moor' (organised by the North York Moors Moorland Organisation) where we will visit a moorland area in Nidderdale and learn and understand the importance of the uplands and how they are protected. Key activities and themes will include the following:</p> <ul style="list-style-type: none"> <li>• Wildfire Prevention</li> <li>• Protection of owls and other birds</li> <li>• Food chains and prey and predators</li> <li>• Emergency services</li> <li>• Working Dogs</li> <li>• Yorkshire Water</li> <li>• Protection of peat</li> </ul> <p>This trip supports the children's understanding of geographical similarities and differences through the study of this region and will help to provide some understanding of similarities and differences to other moorland areas and how land use varies.</p>	<p><b>Art</b></p> <p>In art this term, we will be focussing on the exciting topic of Street art - a topic the children usually really enjoy. We will be considering the different forms that street art can take, and discussing the legal and societal implications of these. We will be looking at graffiti as an art form and how modern artists have developed this. Using Banksy as our starting point we will consider how art can be used for social commentary and have a go at creating our own pieces of social artwork. We will also have a focus on the American artist and activist Keith Haring, and use his work as inspiration for some pieces of sculpture. This should be an exciting topic. If it is one your child particularly enjoys, I can recommend a trip into Leeds to follow the Leeds Street art trail <a href="https://art.welcometoleeds.co.uk">https://art.welcometoleeds.co.uk</a>.</p> <div data-bbox="1386 1073 1511 1163"> </div> <p><b>French</b></p> <p>We will continue learning about Paris and school this term and this will further support transition to secondary school.</p> <div data-bbox="1409 1467 1550 1549"> </div>