Year 6: Tigers
Term 2: Autumn



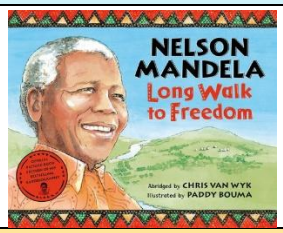
RESPECT	INDEPENDENCE	CONFIDENCE	CREATIVITY

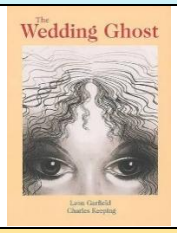
Dear Parents and Carers,

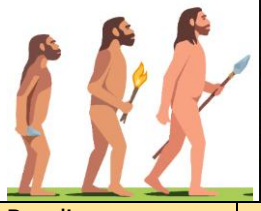
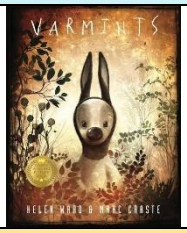
Despite it being long, term 1 flew by quickly and before we know it, Christmas will soon be upon us. We continue to learn at pace now getting to the heart of Year 6 learning, building on our prior knowledge and skills to succeed well. As ever, it is important to maintain fluency in our basic number skills, applying these when tackling long multiplication and long division. The more we read, the more ideas and vocabulary we encounter that we can use in our own writing, with accuracy in our spelling and punctuation being an increasing focus for us.

As I shared before, please do not hesitate to get in contact with me to share any thoughts or concerns, either by popping in or emailing the school office to forward a message to me, and I will get back to you as soon as I can. Alternatively, you can come to the classroom to speak to me briefly in person at the end of the day.

Mr Stafford





English: Writing	English: Reading	Maths
This term we will be writing: a **biography, suspense narrative and persuasive letter writing.** We will continue to focus on reviewing our ability to write for different audiences and purposes, developing well-sequenced paragraphs and maintaining variety in our sentences using a range of devices and intentional vocabulary. We will begin to explore understanding and use of wider grammatical structures and use of more sophisticated punctuation, controlling levels of formality and consistency in our style and voice.	Our focus texts this term are: **Nelson Mandela: Long walk to Freedom** *by Chris Van Wyk,* **The Wedding Ghost** *by Leon Garfield/Charles Keeping* and **Varmints** *by Helen Ward.* We will continue to revisit our reading strategies of clarifying, predicting, questioning, making links, summarising, inferring and evaluating, deepening our understanding of texts through discussion, exploring the author's intent through vocabulary choices and considering different interpretations and responses to a text.	This term we will work with **fractions**, reviewing our understanding of equivalents, ordering and comparing fractions, adding and subtracting fractions, including with mixed numbers. We will multiply and divide fractions by integers, find fractions of amounts and find the whole from a known fraction of an amount. We will revisit our understanding of **converting between different units** of metric and imperial measures and calculating with measures. We may begin a unit of **ratio**, understanding ratio as fractions, using scale factors, and working with scale drawings.
Science	**Geography**	**Religious Education (RE)**
Our unit this term is: **Living things: evolution and inheritance.** We will seek to explain why there is difference within a species, recognise the inheritance of characteristics in plants and animals, and explain why adaption is necessary. We will model how natural selection affects population size and describe the theory of evolution, recognising evidence that can be used to support this.	We will be learning about **why population changes.** We will learn about the changes and distribution of the global population, defining birth and death rates and understand why they change. We will recognise the push and pull factors influencing migration and begin to understand the impact climate change can have on global population. We carry out our field work study on traffic and pollution, reporting and analyse our findings.	This term we will be thinking about **Why Christians believe Jesus was the Messiah?** We will explore what was going on that meant the people of God needed a saviour, what they were expecting and how Jesus fulfilled this. We will look at what most Christians believe about Jesus and how Christmas fits into this understanding.

French	Music	Art / Design and Technology
Our unit title is **French football champions.** We will explore French football vocabulary, use our language detective skills to decode a French football player profile, and describe where a person comes from. We will develop our reading and comprehension skills in French by answering questions about a text, and apply our knowledge and understanding to write our own French footballer profile.	This term, we will be listening to and thinking about **Theme and variation: Pop art.** We will explore musical concepts of theme and variation, listening to, comparing and contrasting music, and performing complex rhythms to create our own theme. We will use pop art and notation to visualise different musical rhythms.	In Art, we will be looking at **Craft and design: photo opportunity.** We will develop our understanding of abstract art through photography, exploring digital photograph techniques and recreating famous paintings through photograph. In this term's DT unit, we will be exploring **Digital world: navigating the world**. This will involve creating a design brief for a sustainable product concept and developing a pitch to 'sell' the product to a client.
Physical Education (PE)	**Computing**	**Personal, Social and Health Education (PSHE)**
This term, we will be developing our **basketball and netball** skills. This will involve passing and controlling the ball, understanding strategies of attack and defence, and playing within the rules of the game. We will develop skills to work as part of a team, giving and responding to feedback to help ourselves to improve.	We will be learning about the **Computer systems and networks: exploring AI.** This will include understanding how AI processes and responds to text prompts, how AI can be used to create images and websites, and debate the ethical implications of AI.	We will build on our prior learning about **celebrating difference.** We will explore different perceptions about what is normal and how being different can affect someone's life. We will understand how a person or group can have power over another and explore reasons for bullying behaviour. We will look at examples of people with disabilities who lead amazing live and appreciate how difference can be a source of conflict but also a cause for celebration.

Reminders:

Our main **PE day is a <u>Tuesday</u>.**

Pupils may come to school in their school PE kit, which comprises of a white or coloured top related to their house and green/black shorts. A plain tracksuit may be worn over the top of these in cold weather.

Homework:

Pupils are expected to maintain regular practice of core skills at home each week, including…

- **Reading independently every day** for approximately <u>20 minutes.</u> Pupils should continue to track their reading using their green reading record book. Once a book is finished, they will complete a short quiz on Accelerated Reader in school to check their accuracy and understanding.
- **Times Tables** using the various games and challenges on ***Times Table Rock Stars.***
- **Spellings** using the set activities on ***Spelling Shed.*** These will follow the taught patterns/rules to revisit the word list that we have learnt in school that week. New activities will be set each Friday.

In additional, there may be occasions where pupils will be directed to carry out some short research or gather information relating to our learning in class, or set specific projects to extend their learning.

Pupils to do not need to bring in anything of their own to school; this prevents it getting lost, broken or potential to cause upsets with friendships. Pupils should not wear jewellery other than a simple set of stud earrings that they are able to remove for PE lessons. Long hair should be tied back to prevent it being a distraction to learning. Thank you for your support with this.

Dates for your diary:

Thursday 5th November 2026 – Opal Activity Day
Tuesday 15th December 2026 – Whole school trip to the panto
Wednesday 16th December 2026 – Christmas dinner and Christmas jumper day
Thursday 17th December 2026 – KS2 Christmas production performances
Friday 18th December 2026 – Last day of term 2