

Tuesday 25th February 2025

Dear Year 6 parents/carers,

Year 6 Curriculum Letter - Spring (2nd half)

Message from the teachers

Well done Year 6 – we have begun the spring term brilliantly and continued to demonstrate excellent behaviour and a positive attitude to learning. Keep it up! This curriculum letter will outline the topics we will be learning about this half term, and all that we have to enjoy before the Easter break.

Our Core Values

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

Year 6 Staffing

Aspen class teacher: Mr Coren

Beech class teacher: Mrs Lindsay

Year 6 learning support assistants: Mrs Marks & Mrs Pinchen

Communication

Please feel free to arrange a meeting should you wish to speak to one of the teachers in person. Alternatively, you can email class teachers directly on the class email accounts and we will do our best to get back to you within a couple of working days.

aspenclass@harefieldjunior.com

beechclass@harefieldjunior.com

Homework

For homework each week, pupils are expected to work through their 'daily' questions for Mathematics and English on Doodle Learning (an online platform) to earn enough stars to get them into the green zone. Each child has their own login and password in order to complete their tailored questions. Spellings and handwriting homework will be printed and sent home weekly on Fridays along with some arithmetic work. These need to be completed by the following Friday. If your child requires their login information, please contact your class teacher.

Reading at home

It is vitally important that children read regularly at home, even if it's for just 20 minutes a day. A new home reading book, at your child's reading age level, will be sent home every Monday. Please remember to send these books back in to school each Monday. A new book will not be issued until the previous one has been returned.

As well as home reading books, children visit the school library each Friday on a fortnightly basis and can borrow books to read at home.

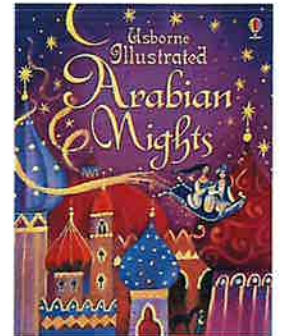
New home reading books and library books will not be issued until the previous ones have been returned.

Spring Term Learning

This half term we will be learning the following in each subject area.

English

Year 6 will be using a collection of short stories from Arabian Nights as a focus text this half term. We will use this to support children in writing a 'Rags-to-Riches Tale', where a main character faces incredible challenges within a story that changes their lives, e.g. poor to wealthy, unhappy to happy. Following this, we will be writing a discussion text linked to 'Arabian Nights', where children will write balanced arguments exploring both sides of a discussion.



Mathematics

In maths this half term, Year 6 will build on their knowledge of decimals by identifying the link between fractions, decimals and percentages. Following this, they will explore area, perimeter and volume. Pupils will end the half term learning how to interpret bar charts, line graphs and pie charts, before finding the mean of a number.

There's more detail about what we will be learning on the White Rose website:

<https://whiteroseeducation.com/resources?year=year-6-new&subject=maths>

Annie has a plank of wood that is 1 metre long.



How long is the piece of wood that is painted red?

Give your answer in metres and then in centimetres.

Physical Education

The two P.E. units in Year 6 this half term are 'Invasion Games (Netball)' and 'Gymnastics: Rivers & Mountains'. The Invasion Games (Netball) unit teaches the children the skills players need to play both in defence and attack. The children will learn how to pass and catch the ball using a range of techniques as well as learning to pivot and mark players one-on-one. In Gymnastics: Rivers & Mountains, children will learn how to see gymnastic shapes and balances to communicate their learning about rivers and mountains. Children will learn and perform rhythmic gymnastics and different types of balances, and will use these to create group formations to represent geographical features. Both Year 6 classes will have a PE session on a Wednesday. Aspen class will have their second PE session on a Friday. Please ensure children come in to school wearing weather appropriate clothing in line with the school uniform.

Swimming

Swimming lessons will be taking place each Friday afternoon for Beech class this half term. For the spring term, lessons will start on Friday 28th February and take place every Friday until Friday 28th March 2025.

Music

We are very fortunate to have a specialist music teacher in school every Monday and Wednesday to teach Year 6 music lessons, focusing on singing and learning to play a variety of instruments including the ukulele.



Art

This half term, Year 6 will focus on a 'Wildlife Birds' unit, where children will be taught how to develop various artistic skills including the use of pencil, white pencil, print, make clay tiles and model to create quality art work linked to birds. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney before use these artists to influence their artistic creations.

Personal, Social, Health and Economic Education:

'Healthy Me' is the next PSHE unit, where Year 6 will discuss how to identify and apply skills to keep themselves emotionally healthy and explore various strategies to help them manage stress and pressure. Furthermore, children will explore when substances, including alcohol, are being used anti-socially or being misused, and the impact that it can have on an individual and others.

In **Science** Year 6 will be learning about 'The Circulatory System', exploring the function on the human heart. They will also learn about 'Diet, Drugs and Lifestyle' and discover the impact that different substances have on the human body – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **History** Year 6 will be learning about 'Ancient Greece', where the children will gain an understanding of where and when some key events during the ancient Greek period took place – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Religious Education** Year 6 will be learning about 'The Crucifixion, where children will learn about key aspects of the Easter story – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **French** Year 6 will be learning the topic 'All in a Day, where they will learn how to tell the time, including how to use 24-hour times. The children will then use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned – attached is a knowledge organiser with more information about what the children will be learning this unit.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully,

Mr Coren and Mrs Lindsay
Year 6 teachers

Key Vocabulary

circulatory system – parts of the body that work together to move blood around the body



heart – the organ responsible for pumping blood around the body



blood vessels – tubes within the body that carry blood



veins – blood vessels that carry blood towards the heart

arteries – blood vessels that carry blood away from the heart

capillaries – blood vessels that connect veins and arteries

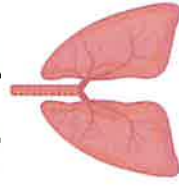
red blood cells – part of the blood that carries oxygen and removes waste products



white blood cells – part of the blood that fights viruses and bacteria



lungs – organs that exchange gases during breathing

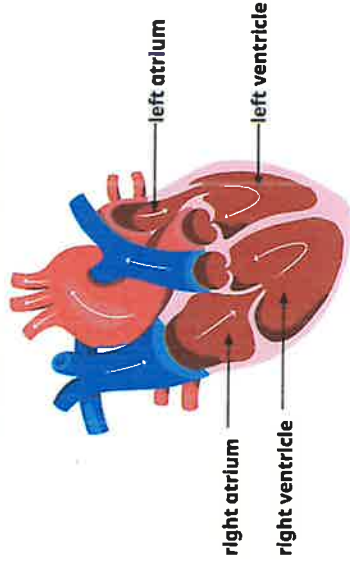


nutrients – substances that provide the important nourishment we need for our bodies to grow and repair themselves

plasma – part of the blood that carries nutrients

oxygen – a gas in the air we breathe that all cells in our body need to survive

atria – the top two chambers in the heart
ventricles – the bottom two chambers in the heart



oxygenated blood – blood that is carrying lots of oxygen
deoxygenated blood – blood that is carrying little oxygen

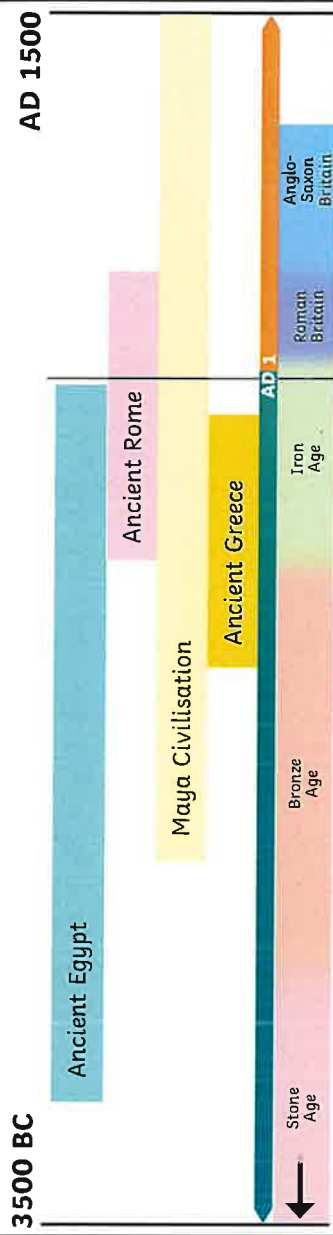
dissection – the act of carefully cutting part of a body or plant to study it further

Knowledge

- The circulatory system moves blood around the body.
- It is made up of the heart, blood vessels and blood.
- The blood vessels that move blood towards the heart are called veins.
- The blood vessels that move blood away from the heart are called arteries.
- Capillaries are small blood vessels that link veins and arteries together.
- Blood transports nutrients and oxygen to all parts of the body, and takes waste, such as carbon dioxide, away.
- Nutrients are carried in the plasma to provide the nourishment cells need to repair themselves and grow.
- Oxygen is carried in red blood cells from the lungs to all cells in our body.
- White blood cells help to fight bacteria and viruses in our body to prevent illness.
- The heart is part of the circulatory system.
- The heart is a muscle, which beats regularly.
- As the heart beats, it pumps blood around the body.
- The heart is split into four chambers. It has two atria and two ventricles.
- Blood flows through the heart as part of its journey through the circulatory system.
- Veins carry blood towards the heart. They have valves to stop the blood flowing in the wrong direction.
- Blood then flows through the right atrium, then out of the right ventricle to the lungs.
- Blood from the lungs then flows into the left atrium and out of the left ventricle towards the rest of the body.
- The left ventricle is thicker than the right ventricle because moving blood around the whole body requires more force than moving blood to the lungs.

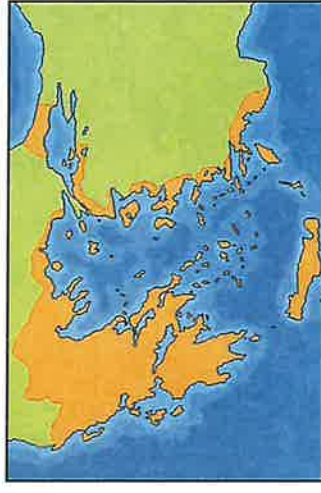
Key Vocabulary	
ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
city states	Small areas that ancient Greece was divided into, each with their own governments, laws and army.
empire	A group of countries or states that are ruled by one ruler or country.
legacies	Things that exist after someone dies or after a civilisation or event ends.
democracy	A system where the citizens of a country or state are involved in the way it is run.
myth	A story from ancient times about something that happened long ago that some people believed to be true.

Timeline



Ancient Greek City States

Ancient Greece was not a country. It was made up of **city states**. There were often battles between these **city states** but sometimes they would join together to defend themselves from a common enemy. Important **city states** of **ancient** Greece included Athens, Corinth and Sparta.



Alexander the Great's Empire

Independent **city states** existed for most of the **ancient** Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of **ancient** Greece. Following his death, his son, Alexander the Great, took over the **empire** along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the **empire**.

Enslaved People in Ancient Greece

There were many enslaved people in **ancient** Greece. They made many objects and goods to be sold.

Many **ancient** Greek pots that survive today would have been made by enslaved people.

Historical Skills Vocabulary

primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.

The Olympics

The Olympics were first held in **ancient** Greece in 776 BC. This is one of the **legacies** of **ancient** Greece.



Events included boxing, wrestling, running and chariot racing.

Women were not allowed to compete in the Olympics. This was because **ancient** Greek women were not treated as equals to men and had fewer freedoms.

The idea for the marathon also originates from this time.

Ancient Greek Gods and Goddesses

The **ancient** Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.

- Festivals were held to celebrate the gods and goddesses.

- It is believed that the 12 most powerful gods lived on Mount Olympus.

- Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.

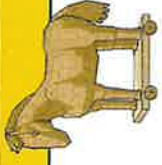


Myths

The Trojan War is a very famous **ancient** Greek **myth**.

- Many people believe that it is a **myth** but that there is some historical truth behind it.
- The Trojan War was between the Greek and the Trojan Armies.

- In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed.



The Spartans and the Athenians

Much of what we see of the Spartans on television and in films is based on **myth** and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight.

The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.



Democracy

Ancient Athens is where **democracy** began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the **ancient** Athenians would vote. At that time, the only people allowed to take part in **democracy** were adult males who were citizens of Athens. The **legacy** of **democracy** still exists today in many parts of the world.

Key Vocabulary

Easter	A Christian celebration that celebrates the resurrection of Jesus. The week leading up to Easter is called Holy Week.
Holy Week	The week before Easter. It starts on Palm Sunday (which is the day that Jesus entered Jerusalem).
Passover	A major Jewish festival that celebrates their freedom from Egyptian slavery. Jesus arrived into Jerusalem to celebrate Passover before he was crucified.
Disciple	One of Jesus' closest followers.
Crucifixion	A way in which people were put to death for crimes, by being nailed to a cross.
Resurrection	Returning from the dead.
Ascension	This is when Jesus rose to heaven after his resurrection.

The Easter Story

Jesus arrived in Jerusalem to celebrate **Passover** with his **disciples**. As he arrived, people covered the path with palm leaves and shouted 'Jesus is the King'.

The priests were jealous of how well-liked Jesus was by ordinary people - they saw him as a threat. Judas (one of Jesus' **disciples**) betrayed Jesus for money.

Jesus sat down to a **Passover** meal with his **disciples**. He was sad and told his **disciples** that he would be going away the next day to be with his Father in Heaven - this meal was called The Last Supper.

Jesus prayed in the Garden of Gethsemane. As he prayed, his **disciples** fell asleep.

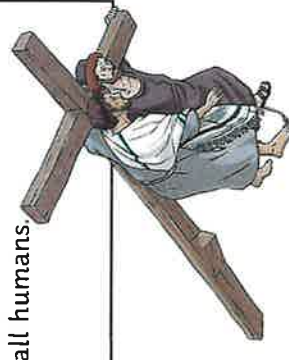
Judas arrived with some officers and showed the officers who Jesus was by kissing him. The officers arrested Jesus.

Jesus was sentenced to death and carried the cross out of the city gates and up a hill nearby. Jesus was **crucified** as his mother watched him.

After he had died, Jesus was put into a tomb, which was sealed with a large stone.

On the third day, the stone was rolled away. An angel told Mary Magdalene that Jesus had risen from the dead and Jesus appeared before Mary and explained that he would soon be with his Father in Heaven.

Christians believe that Jesus' life was all part of **God's plan** and that he was aware of it too. The cross is an important Christian symbol as it reminds them of the sacrifice that Jesus made for all humans.



Key Vocabulary	
Free will	'Free will' is where someone has a choice over their actions.
Determinism	'Determinism' is where a person has their choice dictated to them or where their choice is controlled to some extent.
Morality	This focuses on the difference between right and wrong and being able to do the right thing. Morals are thought of as simple rules for living and helping us make the right decision.
God's plan	The Christian belief that God has a plan for all humans that will lead to their atonement.
Destiny	The belief that your whole life is already planned out for you and that you have no control over the eventual outcomes of your life.
Atonement	The Christian belief that through Jesus' death, God has forgiven humankind's sins.

Atonement

Christians believe that his death was all part of **God's plan** to save humanity.

The death and **resurrection** of Jesus is at the core of the Christian faith and Christians believe that through Jesus' death, relationships with God are saved.

This belief is called **Atonement**.

Atonement is the reconciliation of men and women to God through the death of Jesus. Christians believe this was needed as everybody carries sin, which separates them from God. So, under Christian belief, God and mankind needed to be reconciled. Christians believe that Jesus died on the cross for their sins and because of this they can be forgiven.



Free Will or Determinism?

In Christianity, the concepts of free will and **determinism** are explored, with discussions about whether God has planned out the **destiny** of each human before they are even born. Such discussions lead to questions about **morality**, for if humans do not have free will (and are acting under **God's plan**), can they be held **morally** responsible for their actions? This does not discourage Christians from trying to live a moral life.

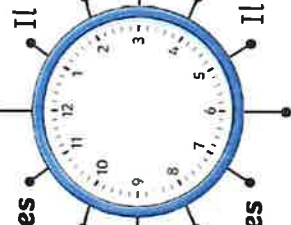
Key Vocabulary – Time

Quelle heure est-il ?

What time is it?



Il est midi/minuit



Il est onze heures

Il est dix heures

Il est neuf heures

Il est huit heures

Il est sept heures

Il est six heures

Il est une heure

Il est deux heures

Il est trois heures

Il est quatre heures

Il est cinq heures

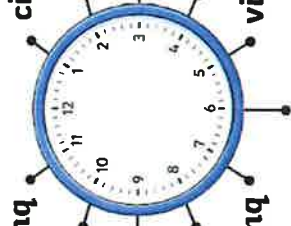
moins cinq

moins dix

moins le quart

moins vingt

moins vingt-cinq



et demie

cinq

dix

et quart

vingt

vingt-cinq

Il est dix heures vingt du matin.

It's twenty past ten in the morning.

Il est quatre heures et quart de l'après-midi.

It's quarter past four in the afternoon.

Il est neuf heures moins cinq du soir.

It's five to nine at night.

Key Vocabulary

- The French language doesn't have words for am and pm, so **du matin** can be used for am, **de l'après-midi** from noon until about 6 pm. and **du soir** from 6pm until midnight.
- Time is usually expressed on a 24-hour clock. So, 3 pm. is usually expressed as **quinze heures** or 15h00 but you can also say **trois heures de l'après-midi**.
- **Midi** and **minuit** are used respectively for midday and midnight.
- In English, the hours are separated by a colon e.g. 10:20, whereas in French, the hours and minutes are separated by an **h** for **heure(s)**, e.g. 10h20.

À quelle heure... ? At what time...?



...manges-tu ton petit déjeuner ?
...do you eat your breakfast?



...rentres-tu à la maison ?
...do you go home?



...vas-tu au lit ?
...do you go to bed?



...manges-tu ton déjeuner ?
...do you eat your lunch?



...fais-tu tes devoirs ?
...do you do your homework?

À...
At...



Key Vocabulary – At the Airport

arrivées arrivals	départs departures	provenance arriving from	décollé departed
à l'heure on time	en avance early	arrivé arrived	en retard delayed

Key Language in Context

À quelle heure est-ce que l'avion de Londres est arrivé ? At what time did the plane from London arrive?	À quelle heure est-ce que l'avion pour Nice est parti ? At what time did the plane to Nice leave?
À quelle heure est-ce que l'avion de Bordeaux arrivera ? At what time will the plane from Bordeaux arrive?	À quelle heure est-ce que l'avion pour Marseille arrivera ? At what time will the plane to Marseille arrive?
À vingt-deux heures cinquante-cinq. 	À dix-neuf heures dix. 

Je préfère les sciences.
I prefer science.














Je préfère l'histoire.
I prefer history.



Quelle matière préfères-tu ?
Which subject do you prefer?

Key Vocabulary – School Subjects

Le lundi/Le mardi/Le mercredi/Le jeudi/Le vendredi ... On Mondays/On Tuesdays/On Wednesdays/On Thursdays/On Fridays...		...la première leçon est... ...the first lesson is...		...la dernière leçon est... ...the last lesson is...	
le français (m) 	le dessin (m) 	la géographie (la géo) (f) 	l'anglais (m) 	l'éducation physique (f) 	l'informatique (f) 
les mathématiques (les maths) (f) 	la musique (f) 	l'histoire (f) 	les sciences (f) 	la culture religieuse (f) 	À ... At ...

À quelle heure commence la géographie ?
At what time does geography start?

À quelle heure finit l'éducation physique ?
At what time does PE finish?