



Address: Park Lane, Harefield, Middlesex, UB9 6BJ

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Web: www.harefieldjunior.com

Executive Head Teacher: Mr A.Sunner

Head of School: Mr J.Downs

Wednesday 23rd April 2025

Dear Year 6 parents/carers,

Year 6 Curriculum Letter – Summer (1st half)

Message from the teachers

We hope you managed to have a chocolate-filled Easter break and are looking forward to the summer term. This term, the children will be sitting the Year 6 SATs during the week beginning 12th May 2025, followed by the start of the rehearsals for the end of year production (still to be announced), sports day and ending with our school journey to PGL. It is sure to be a busy, but fantastic half term!

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

We regularly assess the children's reading ages and home reading books, at the appropriate reading level, are sent home every Monday. Please remember to send these books back to school each Monday.



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Computing

In Computing this term, Year 6 will learn about coding through the unit 'Scratch: Animated Stories', which is designed to help children develop their coding skills in writing their own algorithms as well as editing and debugging existing codes. New skills will be introduced to structure code and animate characters and scenes, gradually building to create a short animated story.

Design & Technology

This half term, Year 6 will focus on a 'Programming Adventures' unit, where children will apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create original designs. As a group, they will research how floor robots move along different types of materials and use this knowledge to create obstacle courses.

Personal, Social, Health and Economic Education

The PSHE unit for Year 6 this half term is 'Relationships'. The children will be discussing the topics of mental health and thinking of ways to care for their own mental wellbeing. They will also consider ways to cope when faced with challenges that could affect their mental health, such as the topics of love and loss, the power and control dynamics of relationships and whether online information is real or fake.

In **Science** Year 6 will 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 'The Indus Valley Civilisation', where the children will learn about the early civilisation of the Indus Valley and some of the significant events from the time. The children will also use their geographical skills to locate where in the world the Ancient Indus Valley civilisation existed and investigate the physical features of the landscape – 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 'What Matters Most', where children will learn about the different values and traditions from different faiths and worldviews – 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 'Our Precious Planet', where they will learn to describe key environmental challenges in their local area, at the same time developing their awareness of sustainability – 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

We will also visit the school library each Friday on a fortnightly basis, from where the children can select a book to borrow and read at home. Please return these books to school once your child has finished reading it. New home reading books and library books will not be issued until the previous ones have been returned.

Summer Term Learning

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

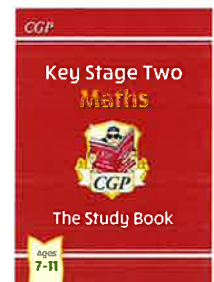
English

Year 6 will continue to use the collection of short stories from Arabian Nights as a focus text this half term. We will be using our English lessons to build on the skills that the children have learned this year and applying them through varying styles of writing, including balanced arguments, fairy tales and finding tales. It is a good opportunity for children to understand the importance of editing and improving their writing.



Mathematics

In maths this half term, Year 6 will be revising many of the topics that we have covered earlier in the year, in preparation for the SATs tests. We strongly recommend that you encourage your child to practise areas of maths that they are currently less confident in, using the CGP test packs and homework shared by the school.



Physical Education

The two P.E. units in Year 6 this half term are 'Striking & Fielding Games' and 'Dance: Through the Decades'. The Striking and Fielding Games unit teaches the children how to apply skills required for games such as cricket and rounders. They will learn how to catch, throw and bat across different distances with accuracy. Furthermore, they will develop their fielding skills by learning how to 'attack the ball'. In Dance: Through the Decades, children will look at key dance styles from various decades and the music genres that were associated with the dances. They will then apply their learning by using elements of particular dance styles to develop their own dances with similar specific styles. Both Year 6 classes will have a PE session on a Wednesday. Beech 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 Aspen class this half term. For the summer term, lessons will start on Friday 25th April and take place every Friday until Friday 23rd May 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.



Key Vocabulary

balanced diet - a diet that fulfills a person's nutritional needs



calories - a measure of energy taken from the food or drinks a person consumes

Energy from 100g	3.0g	1.0g	0.5g	0.5g
25% kcal	4%	7%	3%	15%
	LOW	LOW	HIGH	HIGH

unsaturated fats - fats that have a positive impact on the body



saturated fats - fats commonly found in animal-based foods



trans fats - unhealthy fats found in fried and processed foods



drug - a chemical that can change the way your body or brain functions



painkiller - drugs that help the body dull pain



stimulants - drugs that help you feel more awake and alert



cigarette - a thin tube filled with tobacco used for smoking



vape - a device used for inhaling vapour containing nicotine and other flavours



depressants - drugs that make the body feel calm and drowsy



tar - a sticky, brown substance that collects in the lungs when inhaled



nicotine - a highly addictive chemical



carbon monoxide - a poisonous gas that stops the blood from carrying as much oxygen



addiction - when a person becomes dependent on a drug

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



heart rate - the number of times your heart beats in one minute



duration - the length of time something lasts



exercise - physical activity that improves or maintains physical fitness

conclusion - what has been found out during an investigation based on experimental measurements and observations

Duration of exercise (mins)	Heart rate (bpm)
1	91
2	101

evaluation - to consider the quality of the results obtained and suggest improvements to the investigation or experiment

independent variable - (what will change) - the duration or length of the exercise



dependent variable - (what will be measured) - the heart rate (bpm)



controlled variables - (what is kept the same) - performing the same type of exercise

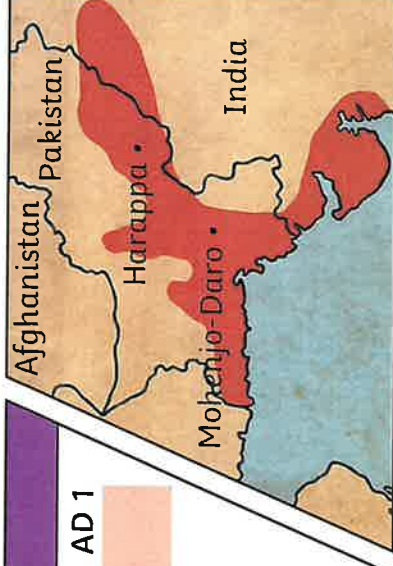


Knowledge

- A balanced diet is made up of the right amounts of carbohydrates, fats, proteins, vitamins, minerals, fibre and water.
- Fats can be classified as unsaturated, saturated or trans fats.
- Unsaturated fats provide the body with energy and allow humans to absorb some vitamins.
- Saturated and trans fats can cause weight gain and heart disease.
- A drug is a chemical that can change the way your body or brain functions.
- Painkillers help the body to dull pain.
- Stimulants make a person feel more alert and awake.
- Depressants make the body feel calm and drowsy.
- Some drugs are legal and some are illegal.
- Cigarettes contain tar, nicotine and other harmful substances.
- Tar is a sticky, brown substance which can cause cancer.
- Nicotine is highly addictive.
- Carbon monoxide is a poisonous gas that stops the blood carrying as much oxygen.
- Smoking can damage the body and cause breathing problems. It also increases the risks of heart and lung disease.

Key Events	
3300 BC	Farmers start small settlements in the Indus Valley, in what is now south-east Afghanistan, Pakistan and north-west India.
3200 BC	An early form of the Indus script begins to be used.
2650 BC	The cities of Mohenjo-Daro and Harappa flourish, with living conditions comparable to Sumer and better than those in Egypt.
2600 BC	A variety of evidence shows that ploughs and Indus script are being widely used.
2500 BC	Soft clay seals are being used by traders to mark their goods .
2400 BC	The Indus Valley civilisation is at its peak, with a possible estimated population of over 5 million people.
2000 BC	The Indus people are referred to in Sumerian writings, recording the connections between the two cultures.
1800 BC	The Indus civilisation begins to decline after 800 years of wealth.
1500 BC	The Indus civilisation comes to an end.

Timeline



Decline

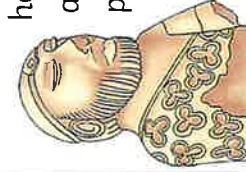
The Ghaggar-Hakra river now only flows during the monsoon rain season. It is thought that it dried up around 2000 BC and that this led to the decline of the Indus civilisation.

Discovery

The ruined cities lay undiscovered until 1826 when **Charles Masson** noted mounds of bricks, which were actually buildings from Harappa. In 1856, workers building the Great Indian Railway found and used old bricks which were also from buildings in Harappa.

Artefacts

This **soapstone** statue was found at Mohenjo-Daro. He wears a headband with a jewel and his shawl has a pattern linked with religion, leading to him being called the 'Priest-King'.



Thousands of **soapstone seals** were found across the Indus Valley. People may have used them to stamp on clay to label their **goods**. They showed animals, symbols, people and gods.



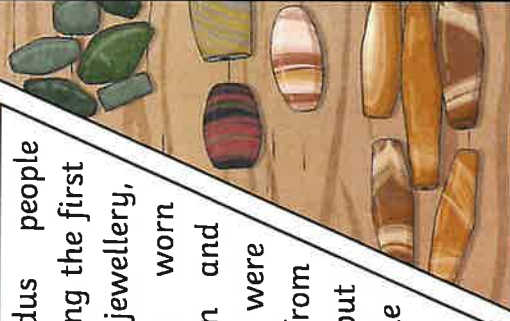
Key Vocabulary	
soapstone	A soft rock that can be carved easily.
seal	A small stamp with an individual design, used for pressing into a soft material like clay to show who made or sent an item. 'Seal' can also refer to the stamped clay.
goods	Items for sale or things that have been bought.
loincloth	A piece of cloth wrapped around the hips, similar to a skirt but generally worn by men.
citadel	An area on a mound of land, higher than the rest of a city. Sometimes citadels have walls to separate them from the rest of the city.
bitumen tar	A semi-solid, sticky, black substance.
Charles Masson	Charles Masson had been in the British army in India. Other people who contributed to the discovery and excavations of Harappa and Mohenjo-Daro include Sir John Marshall, Rai Bahadur Daya Ram Sahni, RD Banerji and Sir Alexander Cunningham.

Clothes

By looking at images from **seals** and other artefacts, historians can tell what types of clothes and jewellery were probably worn in the Indus Valley. Clothing was likely made from cotton and dyed a variety of colours. Men wore tunics or a simple **loincloth**. Women wore long dresses but sometimes just skirts.

Jewellery

The Indus people were among the first to make jewellery, which was worn by both men and women. Beads were initially made from clay and painted, but later they were made from precious stones like agate and jasper.



Cities

Although lots of farmers, fishermen and traders lived in small villages, it is thought that up to 80,000 people lived in Mohenjo-Daro and Harappa, the biggest of many cities. A huge amount of planning went into the cities before they were built. Water was very important and cities had complex drainage systems. Reservoirs were built for storing water.

Houses

It is thought that the most important buildings were located in a city's **citadel** and that the rulers of the city lived there. Buildings were made from mud bricks and **bitumen tar** was used to make them waterproof. Houses had thick walls to keep them cool inside. Flat roofs created an outdoor space where people could cool off, socialise or store **goods**.



What Matters Most to Hindus?
 The ultimate aim of Hinduism is to leave the cycle of rebirth and become one with the god Brahma. This is called Moksha. Through samsara and good karma in life, eventually, Hindus believe you can leave samsara and become one with the god Brahma.

What Matters Most to Humanists?
 Humanists believe that people should use empathy. This means that people should think about the feelings of other people and animals and consider the effect that our own actions can have on them. They believe that we all have the responsibility to act in this way.
 These are the values that are important to Humanists:

- Be honest.
- Use your mind.
- Look after the environment.
- Do to other people what you would like them to do to you.

Key Vocabulary	
values	Beliefs about what is right and wrong and what is important in life.
morals	Standards of good behaviour.
empathy	The ability to understand another person's feelings.
Dharma	In Hinduism, Dharma means duty, religion, virtue and morality. It is a central part of a Hindu's daily life.
Karma	Describes the belief that the good and bad things happening to you are a result of your good and bad actions in this and previous lives.
Samsara	Hindus believe in reincarnation. They believe that your soul has a cycle of lives in succession, with the soul being reborn over and over again.
Moksha	Moksha links to the Hindu belief in reincarnation. Reincarnation is the belief that life is a cycle of birth, life, death and rebirth. When a person dies, they are then reborn as another living thing. This cycle can go on for thousands of lifetimes.

Key Vocabulary

Shabbat	The holy days of the week in Judaism which begin on a Friday and end after Saturday.
Orthodox Judaism	The original and traditional form of Judaism.
Reform Judaism	A form of Judaism from the 1880s that allows people to follow Judaism in a different way.
Shahada	This is the First Pillar of Islam. Shahada is the main belief of all Muslim people and it is a declaration of their faith.



What Matters Most to Christians?

Christians believe that by living by the Christian values given by Jesus, they can make good choices in life. Living by these values enables Christians to believe that they will have a place in heaven with Jesus when they die as they will have lived a good life that helped others as well as themselves.

What Matters Most to Jewish People?

As with most world faiths, worship is an important part within the Jewish faith. Jewish people practise their faith by worshipping both at home and at the synagogue (their place of worship). The Torah, the Jewish holy book, is also important to Jewish people as it is the word of God. Shabbat is a special time of the week when worship and other traditions matter very much.



What Matters Most to Muslims?

The first and most important Pillar of Islam is Shahada. The Shahada states a Muslim's belief in the one Allah. The belief that there is one Allah is central to Islam. The Shahada is a Muslim's statement of their faith. By saying these words every day in their prayers, Muslims are reminded that there is only one God, Allah.



Quels défis écologiques y a-t-il dans ta ville ?

What environmental challenges are there in your town?

Qu'est-ce que tu vas faire ?

What are you going to do?



Key Vocabulary – A Helping Hand

Je vais... I'm going...
Je voudrais... I would like...

recycler 	éteindre la lumière 	utiliser les poubelles
circuler à pied 	ramasser les déchets 	planter des arbres
		protester

Key Vocabulary – What Challenges Can I See?

Dans ma ville... In my town...

...il y a beaucoup de... ...there is/are a lot of...	...il n'y a pas beaucoup de... ...there isn't/aren't a lot of...
pollution de l'air 	pollution lumineuse
pollution de l'eau 	circulation
déchets 	zones industrielles
poubelles 	verdure

Key Knowledge and Grammar

- To talk about the near future and say what you are going to do in French, you use **je vais** (I am going) followed by another verb in the infinitive, e.g. **je vais recycler** (I am going to recycle).
- To talk about what other people are going to do, you need to use the correct form of the verb **aller** (to go) followed by another verb in the infinitive:

Tu vas fermer le robinet. (You are going to turn off the tap.)

Il/Elle va protester. (He/She is going to protest.)

Ils/Elles vont planter des arbres. (They (m/f) are going to plant some trees.)

- To talk about things that you would like to do in the future, use **je voudrais** (I would like) followed by a verb in the infinitive, e.g. **je voudrais ramasser les déchets.** (I would like to pick up the rubbish.)

Key Vocabulary – The Bigger Picture

Je pense que... I think that...

mes professeurs
my teachers



les habitants
the residents



le conseil d'école
the school council



le gouvernement
the government



...vont... ..are going...

installer des
panneaux solaires



...va... ..is going...

installer
des poubelles



et
and

aussi
also

en plus
what's more

dans le futur
in the future

pour aider
to help

mais
but

Voici mon exposé. Je vais parler...

Here is my presentation. I'm going to talk...

...de notre planète ... about our planet

...de l'environnement

... about the environment

...de ma ville ... about my town

...des actions écologiques

... about environmental actions

...des défis écologiques

... about environmental challenges



Merci beaucoup.
Thank you very much.

Merci à tous.
Thank you all.

Pour aider, je vais ramasser les déchets. Aussi, je voudrais recycler.

To help, I'm going to pick up the rubbish. Also, I would like to recycle.



Dans le futur, je pense que les habitants vont protester.

In the future, I think that the residents are going to protest.

Dans ma ville, il y a beaucoup de déchets mais il n'y a pas beaucoup de poubelles.

In my town, there is a lot of rubbish but there aren't a lot of bins.

Key Vocabulary – The Bigger Picture

- Remember to smile and make eye contact with your audience!
- Don't cross your arms or put your hands in your pockets.
- Breathe slowly to help pace your speaking.
- Hold your notes at waist level – don't look down the whole time and try to look up as often as you can.
- Take a short pause after a comma or full stop. Take a longer pause at the end of a paragraph or before moving on to a new point.
- Lastly, make sure you are loud enough for your audience to hear you!

Je vous remercie de votre attention.
Thank you for your attention.