

Friday 5th September 2025

Dear Year 6 parents/carers,

Year 6 Curriculum Letter - Autumn (1st half)

Message from the teachers

Welcome to Year 6! We are all so excited to begin what is sure to be a very memorable year for you all. There is so much to look forward to this year such as the residential trip (PGL), the end of year production, SATs tests in May, house captain roles and a whole heap of interesting new learning along the way. This letter will give you an idea of some of the lessons your child can look forward to during the first 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: Miss Rowe

Additional Year 6 teacher: Mrs Pankhania

Year 6 learning support assistant: Mrs Marks

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

Parent partnership is very important to us, so we have planned a Year 6 parent tea/coffee morning in the school hall at 9am on Thursday 11th September where you will be able to meet the Year 6 staff and talk to them about the year ahead. We hope to see as many of you as possible there.

Homework

Homework will be printed and sent home weekly on Fridays. Pupils will be expected to complete a variety of activities, including spellings and handwriting, reading comprehension, grammar and punctuation, and arithmetic. These need to be completed by the following Friday. If your child requires support with any of the questions in their homework, please encourage them to speak to their class teacher before it is due in.

We will be assessing the children's reading ages this week and home reading books, at the appropriate reading level, will be sent home every Monday, starting on Monday 8th September.

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.

Autumn Term Learning

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

English

Year 6 will be using 'Holes' by Louis Sachar as a focus text this half term. We will create a 'finding tale' based on Holes, where children will write stories about characters who discover interesting items and the dilemma of what they must do with it. Following this, we will be writing an information text about strange creatures, inspired by the yellow-spotted lizards that appear in Holes.



Mathematics

In Maths this half term, Year 6 will be consolidating their knowledge of place value up to 10 million, including rounding any integers. Then, we will be using the four operations (addition, subtraction, multiplication and division) to solve calculations including long-multiplication, long-division and word problems.

Physical Education

The two P.E. units in Year 6 this half term are 'OAA' and 'Gymnastics: Movement'. The OAA unit focuses on problem-solving activities and challenges involving orienteering maps, where children will be required to work as part of a team using collaboration and communication skills effectively. In Gymnastics: Movement, children will learn how to perform a movements that develop their flexibility, strength and control, which they will use to choreograph their own sequences. Both Year 6 classes will have a PE session on a Tuesday. Beech class will have their second PE session on 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 autumn term, lessons will start on Friday 12th September and take place every Friday until Friday 24th October 2025.

Music

We are very fortunate to have a specialist music teacher in school every Monday and Wednesday to teach Year 6 music lessons, where children learn to play a variety of instruments as well as writing their own music.



Computing

The Computing unit this term is 'Spreadsheets, which allows children to gain an understanding of spreadsheets and how they can be used, including how to format and enter specific formulas. They will then use their skills in using spreadsheets to solve specific problems.

Art

This half term, Year 6 will focus on a 'North American' unit, where children will be taught how to draw the other half of a famous image, make collage landscapes and draw patterned skulls. They will have the opportunity to explore the work of American artists John Singer Sargent, Jean-Michel Basquiat and photographer Ansel Adams.

Personal, Social, Health and Economic Education

'Being Me' is the first PSHE unit, where the children will look forward to the year ahead and make appropriate goals that they would like to achieve, and consider the obstacles that may concern them. They will then be introduced to the universal rights of the child and use these discussions to contribute to the creation of a whole class charter.

In **Science** Year 6 will be learning about 'Living Things and their Habitats', where children will learn to classify and group plants, animals and microorganisms according to their physical attributes – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Geography** Year 6 will be learning about 'Our Changing World', discovering how the UK's coastlines have changed over time and the reasons why they have altered – 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 'Creation Stories', where children will learn a range of creation stories from world religions as well as different cultures – 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 'Let's Visit A French Town', where they will learn key vocabulary linked to places in a town, directions, homes and numbers – 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 Miss Rowe
Year 6 teachers

Key Vocabulary

Excretion – The removal of waste products.



Reproduction – The production of offspring, either sexually or asexually.



Living – An organism that moves, reproduces and grows.



Non-living – Things that do not breathe, move, eat, grow, excrete or reproduce.



Vertebrate – An animal with a spine.



Invertebrate – An animal without a spine.



Flowering plant – A plant that can produce flowers and fruit.

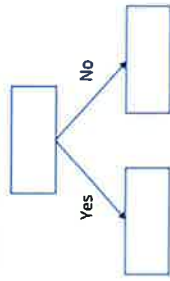


Non-flowering plant – A plant that does not produce flowers and fruit.



Classification – Method of arranging organisms into groups.

Classification key – A way of separating organisms into groups or types.



Molluscs – A soft bodied invertebrate, including slugs and snails.



Arachnids – An invertebrate with two body parts and eight legs, including spiders and scorpions.



Deciduous trees – Trees that lose their leaves during winter.



Evergreen trees – Trees that do not lose their leaves during winter.



Coniferous trees – Trees that produce cones instead of flowers.



Organism – A living thing such as a plant, animal, bacteria or fungi.



Microorganisms – Tiny organisms such as bacteria, viruses and fungi.



Bacteria – Simple, tiny, invisible (to the eye) microorganisms.



Viruses – Tiny microorganisms that need a host.



Fungi – A group of organisms including mushrooms, mould and yeast.



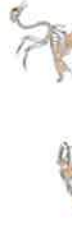
Carl Linnaeus – A Swedish botanist who first developed a system to classify animals based on physical characteristics.



Characteristics – Features of an organism.



Vertebrate – Animal with a spine.



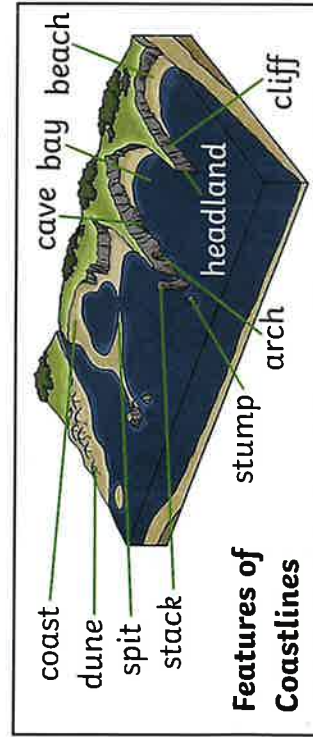
Invertebrate – Animal without a spine.



Knowledge

- A living organism moves, reproduces, grows and excretes.
- The stem of a plant moves towards the strongest light source and the roots move away from light.
- Plants can reproduce sexually and asexually.
- Vertebrates can be grouped as mammals, birds, fish, amphibians and reptiles.
- Plants can be grouped as flowering and non-flowering.
- Flowering plants produce flowers and fruits. Non-flowering plants do not.
- Scientists group organisms to organise animals and plants based on their features.
- Grouping organisms can help us understand how organisms are related to each other.
- Classification keys are used to classify animals and to identify different unknown animals based on their features, such as number of legs, having fur or scales.
- A classification key is made up of several questions with yes or no answers. These questions can then lead to further questions and answers until the identity of the animal is determined.
- Classification keys can be used to classify plants. They can be used to identify different unknown plants based on their features.
- Plants can be classified in several ways.
- Trees can be classified as deciduous, evergreen and coniferous.
- A microorganism is tiny and can be seen using a powerful microscope.
- Bacteria are simple, invisible (to the eye) microorganisms. Some bacteria can cause diseases and infections. Humans have good bacteria in their bodies which help to digest food.
- Viruses are invisible (to the eye) microorganisms and need a host. They can cause diseases such as flu or a common cold.
- Some fungi are microorganisms which may cause infections. Some can be involved in bread making.
- Microorganisms such as bacteria, viruses and fungi can be classified.
- The classification of microorganisms is based on their features or characteristics such as shape.
- Bacteria, viruses and fungi have different shapes.
- Carl Linnaeus was a Swedish botanist who wrote a book called Systema Naturae or System of Nature.
- Linnaeus was famous for developing the first system to classify animals. The classification was based on physical characteristics.
- Carl Linnaeus divided animals into six classes. These were mammals, birds, amphibians, fish, insects and worms.

Key Vocabulary	
acidic	A chemical substance, usually a liquid, which reacts with other substances to form salts. Some acids burn or dissolve other substances that they come into contact with.
border/boundary	The outer part or edge of a region or country that divides it from another.
deposition	When material/sediment is moved and dropped off in a different place.
dissolve	When a solid substance mixes with a liquid to make a solution.
erosion	When natural materials are worn away and transported to a different place.
weathering	The process of wearing away rocks by the weather.



Features of Coastlines

Weathering and Erosion

Weathering is the process of wearing away rocks by the weather.

There are three different types of **weathering**:

- physical **weathering**
- chemical **weathering**
- biological **weathering**

Erosion is where natural materials are worn away and transported by environmental features such as water, wind and ice.



Erosion - Wind blows loose particles away or into other rocks causing the rock to be worn away.

Physical Weathering

Water gets into cracks in the rock, it can then freeze causing the water to expand creating cracks in the rock.



Chemical Weathering

Slightly **acidic** rainwater can cause a chemical reaction and over time this can dissolve some of the rock.



Biological Weathering

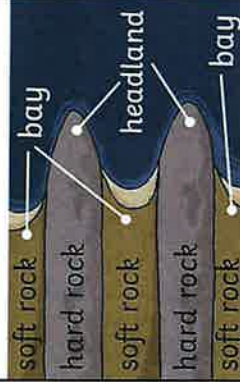
Caused by animals and plants. Roots can grow under rocks and cause damage, animals can wear away paths, dig holes etc.



Features of Coastlines

Bays and Headlands

Where there is harder and softer rock, the softer rock will **erode** more quickly and can form bays. The harder rock **erodes** more slowly and can form headlands surrounding bays.



Arches, Stacks and Stumps

Softer or weak sections of the rock are **eroded** more easily.

1. Over time, waves cause cracks to open forming caves.
2. If a cave forms in a headland, it may break through causing an arch to form.
3. The top of the arch can weaken and may collapse into the sea leaving a stack.
4. Over time, the stack will **erode** leaving a small stump of rock.



Spits

Formed by **deposition**.

1. The tide carries **eroded** material along the coastline.
2. **Deposits** form a long, thin sandy area of land.
3. Changing winds may cause the spit to form a hook shape.
4. Mud flats develop on the inland side of the spit.

Why Do Boundaries Change?

Many countries and **borders** across the world **have** and are **still** changing due to:

Human Political Activity

- Tribes claiming areas of land
- Invasion/war
- Migration of other settlers
- Royal/political union

Natural Activity

- Rising sea levels
- Natural processes and events e.g. changing river courses, volcanic eruptions.



These include the UK and other countries in Europe such as Germany, Poland and Czechoslovakia. These changes can have an impact on the **borders**, language, religion and culture of the country.

Changing Landscapes

Landscapes can change over time for many different reasons:

- New houses/buildings and roads are built
- Old buildings are demolished or updated
- Areas of land may be cleared for farming or building

Some landscapes are important and there are things in place to stop development such as:

- Listed buildings
- National/country Parks
- Green belt/conservation areas
- Sites of Special Scientific Interest
- World Heritage Sites



Key Vocabulary	
creation	The act or process of bringing something into existence.
creation story	A story that explains how the Earth and humans came into existence.
Judeo-Christian	Aspects of Judaism and Christianity that are grouped together because of similarities.
Old Testament	The first part of the Bible containing stories and writings from before the birth of Jesus.
Abrahamic religions	This is what Judaism, Christianity and Islam are collectively known as. They all trace their common origin to Abraham.
Islamic	Relating to Islam, one of the world's main religions.

Judeo-Christian
There are many aspects of Judaism and Christianity that are the same in both religions: Christianity originated from Judaism and Jesus was Jewish. Christianity as a religion, began after Jesus' death. The Old Testament contains 24 books of the Jewish Tanakh (Jewish Holy Texts) and other, additional books.

Genesis

Genesis is the first book of the Bible and the first book of the Torah (part of the Tanakh).

It contains the **Judeo-Christian creation story**.

Judeo-Christian Creation Story	Abrahamic Religions	The Islamic Creation Story
In this story, God created the world in six days. On the seventh day, God rested. 	The Abrahamic religions have these common beliefs: God revealed himself to Abraham. There is only one God. Their holy books contain many of the same people, places and histories.	In this story, Allah created the world and the heavens, creatures, vegetation and man. There are similarities between the Islamic creation story and the Judeo-Christian one. 

Key Vocabulary	
Brahma	The first god in the Hindu Trimurti .
Trimurti	The three Hindu gods who are responsible for the creation , care and destruction of the world: Brahma , Vishnu and Shiva.
Guru Granth Sahib	The Sikh holy book.
Ex nihilo	The world is created from nothing.
Creation from chaos	The world is created by bringing order from disorder.
World parents	The world is created from a world parent or parents.
Emergence	Humans emerge from another world or are born into a new world.
Earth-diver	Material is retrieved from under water and is used to create land.

Hindu Creation Story

In one story of the creation of the universe, Vishnu commanded **Brahma** to create the world. **Brahma** created the heavens, earth and sky using a lotus flower. He then created animals, plants and trees and gave the animals the senses of touch, sound, movement and sight.



Buddhism

Buddhists do not believe in God, so there is no **creation story** in Buddhism.



Sikh Ideas About Creation

In the **Guru Granth Sahib**, **creation** is described, but there is no **creation story** as such. There is no sequence of events. It does not mention the time it took to create the world.



Non-Religious Creation Stories

There are many belief systems and societies that have their own stories and myths about **creation**. Some of these are written down, others are passed on through an oral storytelling tradition.

The Five Types of Creation Story

There are five different types of **creation stories** and myths:

Ex nihilo

Creation from chaos

World parents

Emergence

Earth-diver



Who Lives Where?		
Où habites-tu ? Where do you live? J'habite à... I live in...		
j'habite I live	tu habites you live (informal, singular)	il/elle habite he/she/it lives
nous habitons we live	vous habitez you live (plural/ singular formal)	ils/elles habitent they live (m/f)

Where is...?		
la banque (f)	la mairie (f)	l'office du tourisme (m)
le restaurant (m)	la patinoire (f)	
la bibliothèque (f)	la boucherie (f)	
	à côté de next to	
	en face de opposite	

Où est la banque ?
Where is the bank?

La banque est en face de la mairie.
The bank is opposite the town hall.

I Go to School to Learn		
Je vais à... I go to...		
l'école (f)	la gare (f)	l'église (f)
la piscine (f)	le parc (m)	la mosquée (f)
pour... to/for...		
apprendre to learn	acheter un livre to buy a book	prier to pray
regarder un film to watch a film	prendre le train to catch the train	faire une promenade to go for a walk

Key Knowledge and Grammar		
Remember that à and de both change depending on the noun that follows:		
masculine (le)	au	du
feminine (la)	à la	de la
in front of a vowel (l')	à l'	de l'

Je vais au cinéma pour regarder un film.
I go to the cinema to watch a film.

Ordinal Numbers			
premier (m)/ première (f) first	deuxième second	troisième third	quatrième fourth
cinquième fifth	sixième sixth	septième seventh	dernier (m)/ dernière (f) last

Key Knowledge and Grammar

- Ordinal numbers indicate the order in a list or collection, e.g. first, second, third.
- Only **premier/première** and **dernier/dernière** have a masculine and feminine form. For all other ordinal numbers, you usually add the ending **ième** to the number.
- Numbers ending in **f** also change their spelling to **v**, e.g. **neuf** (nine), **neuvième** (ninth).
- If the number ends in **e**, e.g. **douze** (twelve), remove the **e** before adding **ième**, e.g. **douzième** (twelfth).

Quantities

plus grand(e) que bigger than	plus petit(e) que/moins grand(e) que smaller than	de plus que more than	de moins que less than
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Welcome to My Home!			
une maison (f)		un appartement (m)	
l'entrée (f)	le salon (m)	l'escalier (m)	le garage (m)
le sous-sol (m)	le bureau (m)	la salle à manger (f)	la cuisine (f)
la salle de bain (f)	le grenier (m)	le jardin (m)	la chambre (f)
l'armoire (f) wardrobe	le tapis (m) rug	la télévision (f) television	le canapé (m) sofa
le fauteuil (m) armchair	le four (m) oven	la table (f) table	la chaise (f) chair

Cent est vingt **de plus** que quatre-vingts.
100 is 20 **more than** 80.

Cinquante est dix **de moins** que soixante.
50 is 10 **less than** 60.