

Friday 9th January 2026

Dear Year 6 parents/carers,

Year 6 Curriculum Letter - Spring (1st half)

Message from the teachers

Welcome back! We would like to say a huge well done to all the children in Year 6 for their progress during the autumn term. Your behaviour, attitude and resilience has been outstanding throughout and you have worked extremely hard in the lead up to the winter break. This curriculum letter will outline the lesson topics for the next half term, and all that we have to enjoy before the half term 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: 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

Homework

Homework will be printed and sent home weekly on Fridays. Pupils will be expected to complete a variety of activities, including spellings, 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.

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.

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.

Spring Term Learning

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

English

This half term, we will be reading 'Skellig' by David Almond. We will use this text to create a 'Tale of Fear, where children will write descriptive pieces of writing to build suspense and tension. Following this, we will be writing recounts where the children will write diary entries linked to events that have taken place in the book.



Mathematics

In Maths this half term, Year 6 will be building on from fractions by learning a new topic, focusing on ratio. Following this, we will also be using algebraic skills to look at forming expressions before moving onto solving more complex equations. Finally, Year 6 will be diving deep into decimals and finding percentages of an amount, as well as identifying equivalent fractions, decimals and percentages.

$$14 + a = 20$$

$$b + 7 = 18$$

$$23 + c = 33$$

Physical Education

The two P.E. units in Year 6 this half term are 'Invasion Games (Netball)' and 'Circuit Training'. 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 Circuit Training, children will focus on a range of different types of exercise and will consider the benefits of different types of exercise on their mental and physical health. The skills are taught in an engaging and motivational manner, with children taking part in four different circuits before being asked to devise their own circuits. Both Year 6 classes will have a PE session on a Tuesday. 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 spring term, lessons will start on Friday 9th January and take place every Friday until Friday 13th February 2026.

Music

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



Computing

In Computing this term, Year 6 will be learning about 'Online Safety', where children will be taking a more in depth look at a variety of online safety issues, most of which they will be familiar with, e.g. cyberbullying, communication online safely. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.

Art & Design

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:

The PSHE topic for this half term is 'Dreams and Goals', where Year 6 will talk about their own strengths and further stretch themselves by setting challenging and realistic goals. They will discuss the learning steps they'll need to take as well as talk about how to stay motivated. The children will explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this, they will reflect on their own emotions linked to this learning.

In **Science** Year 6 will be learning about 'Variation' and 'Adaptation' – 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 'Raging Rivers', where the children will look at the features of rivers, and the natural and human ways that rivers have changed over time – 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 'Justice and Freedom', where children will read a range of stories, from different world religions, examining the concepts of justice and freedom – 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 'This Is France', where they will learn key vocabulary related to France and, in particular, Paris, including names for famous French landmarks, and how to describe what people do when they visit Paris – 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

organism – a living thing such as an animal, plant, bacterium or fungus



variation – differences between organisms



species – similar organisms where two parents can create offspring



offspring – the young of a living thing



characteristic – a feature of an organism, used to identify individuals or a group



Inheritance – the passing on of characteristics from parent to offspring



desirable characteristics – features of organisms that we prefer

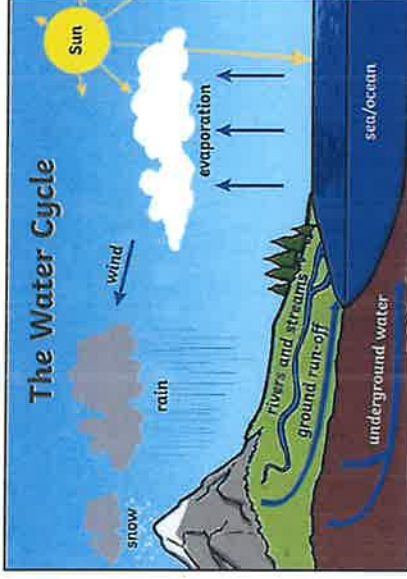


Knowledge

- An organism is a living thing such as an animal, plant, bacterium or fungus.
- A species is a group of similar organisms where two parents can create offspring.
- Variation is the differences between organisms.
- All species show variation.
- Characteristics are the features of an organism, used to identify individuals or a group.
- Parents pass on characteristics to their offspring such as hair and eye colour. This process is called inheritance.
- Humans can breed animals such as dogs for desirable characteristics.

Key Vocabulary

channel	The course in the ground that a river or water flows through.
dam	A barrier built to hold back water.
deposition/ deposit	When rocks and other materials that have been eroded are dropped off further along the river.
discharge	The amount of water flowing along a river per second.
erosion	Rocks and other river materials are picked up by the water and moved to another place along the river.
mouth	The point where a river joins the sea.
source	The place where a river begins.
tidal bore	A strong tide from the coast that pushes the river against the current causing waves along the river.
tributaries	Rivers that join up with another river.
valley	A long ditch in the earth's surface between ranges of hills or mountains.



Rivers in England, at their **mouth**, will flow into either the: North Sea, Irish Sea, English **Channel** or Atlantic Ocean.

Some rivers join up with other rivers (**tributaries**). The point where they meet is called a confluence.

The **source** of most rivers is on high ground or in the mountains.



The Course of a River

The Upper Course

Rain falling on high ground collects in **channels** and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through **valleys**. Features include - waterfalls and rapids.

The Middle Course

Fast flowing water causes **erosion** making the river deeper and wider. Features include - meanders.



The Lower Course

Rivers flow with less force due to being on flat land. The river **deposits** the eroded material that it has carried. Riverbanks have shallower sides. Features include - floodplains, deltas and estuaries.

Meander - a curve in the river

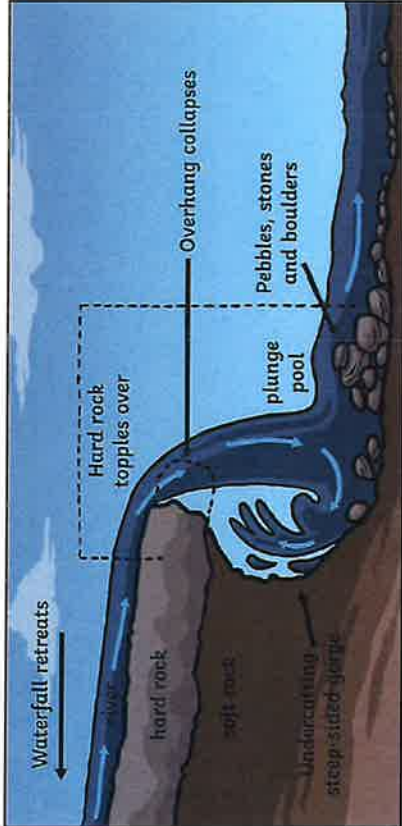


Eroded materials are carried by the river and released, building up the land on the inside of the bend where the water flows more slowly.

Oxbow lakes - a U-shaped lake



As meanders grow, two meanders can merge together through **erosion**. The water takes this newer, shorter course. The river **deposits** eroded materials which block off the old part of the river forming an oxbow lake.



Dams

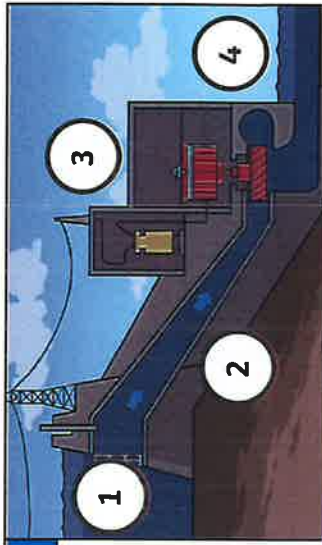
Dams are built to hold water back, usually in a reservoir.

- Dams** might be built to:
- control the flow of a river to prevent flooding.
 - generate power



Hydroelectric Power

1. Water is held behind a **dam**.
2. When needed, some of the water is released and flows through a pipe (penstock).
3. The falling water turns a water wheel (turbine) which is linked to a generator which produces electricity.
4. The water continues into the river on the other side of the **dam**.



How Do We Use Rivers?

Leisure e.g. fishing	+	Controlled population of fish May leave litter and pollute the water
Industry e.g. factories	+	Sections of rivers maintained
	-	Chemicals pollute the water and habitats
Tourism e.g. walking routes	+	Conservation and education about local wildlife
	-	Too many people near wildlife habitats

Key Vocabulary	
Freedom	The right to speak, think and act as you want. To be free from something undesirable. To not be imprisoned or enslaved.
Moses	A Jewish prophet. He is also an important prophet in a number of other faiths, including Christianity and Islam.
Hebrews	Descendants of Abraham who practice Judaism.
Ten Commandments	Ten rules given by God for people to live by.
Eightfold Path	A set of eight instructions, set out by Buddha, to encourage people to follow the right path.
moksha	Freedom from the cycle of death and rebirth, so that a person can be at one with God.
guru	Spiritual teacher

Judaism and Freedom

When **Moses** grew up, God asked him to lead the enslaved **Hebrews** out of Egypt to safety and **freedom**. The Pharaoh refused to free the **Hebrews** so God sent ten plagues to Egypt. **Moses** then led the **Hebrews** to find the promised land. Their journey was a difficult one but God provided them with food and shelter. After about three months of travelling, **Moses** and his people reached Mount Sinai, where God revealed the **Ten Commandments** to **Moses**.

Moses wanted **freedom** for the **Hebrews** so that they could practice their religion freely.



Religion and Freedom

Buddhists believe that the most important **freedom** is **freedom** from suffering, which can be found by following the **Eightfold Path**.



Christians believe that people should achieve their **freedom** in a way that respects others' **freedom** too.



Hindus believe that we should have no restraints on **freedom** of reason, thought, feeling and will and that this can be done through **moksha**.

Moksha can be achieved through knowledge, meditation, worship and good deeds.



Sikh **gurus** believe that people should have the **freedom** to choose their beliefs and that **freedom** comes from choosing to do the right thing.



In Islam, Muslims believe that God has given them free will to make good choices.



Key Vocabulary	
justice	Being fair and reasonable.
human rights	The basic rights and freedoms that belong to every person in the world.
non-violent action	Steps taken to achieve changes, without using violence.
independence	For a country to be able to rule itself, rather than be under the rule of another.
campaign	Work towards a particular goal.
Catholic	A member of the Roman Catholic faith.
Protestant	A member of the Western Christian churches.
strike	To refuse to work as a form of protest.
boycott	To protest by refusing to have dealings with a country, organisation or person.
apartheid	A system of discriminating on the grounds of race.

Judaism and Freedom

The Universal Declaration of **Human Rights** is a law written to ensure **freedom** and equality for all.

It consists of thirty statements such as:

- We are all born free and equal.
- We all have the right to life and to live in **freedom** and safety.
- No person has the right to enslave another.
- We are all equal before the law.
- We have the right to believe in what we believe.

World Religions and Justice

There are many stories about **justice** from different world religions. These help believers think about what is reasonable and what is fair. The ideas about **justice** sometimes vary from story to story.

Nelson Mandela

Nelson Mandela was a Christian, who was jailed for protesting about the unfair treatment of Black people in South Africa. He supported **non-violent action**, such as **strikes** and **boycotts**. Not long after he was released from prison, **apartheid** ended.

Mahatma Gandhi

Mahatma Gandhi led peaceful demonstrations in India for equal rights and for India to gain **independence**. Gandhi was a practising Hindu. Gandhi made a distinction between just and unjust laws in his fight for Indian **Independence**. He stated that where laws were unjust, it was acceptable not to follow them.

Martin Luther King Jr

Martin Luther King Jr was a Christian, who believed that Jesus' teachings about 'love thy neighbour as yourself' meant that we should all be treated equally. He **campaign**ed for equal rights for Black and White people peacefully. John Hume, an Irish Catholic was inspired by Martin Luther King Jr to **campaign** for equal rights between **Catholics** and **Protestants**.



Key Vocabulary – Neighbours



Key Language in Context

L'Espagne est un voisin de la France.

Spain is a neighbour of France.

La France est un voisin du Luxembourg.

France is a neighbour of Luxembourg.

Key Vocabulary – Nationalities

J'habite au Canada.

Je suis canadien.

I live in Canada.

I am Canadian.



J'habite en Belgique.

Je suis belge.

I live in Belgium.

I am Belgian.

Country	Nationality
la France (f)	français (m)/française (f)
le Canada (m)	canadien (m)/canadienne (f)
la Suisse (f)	suisse (m/f)
la Belgique (f)	belge (m/f)
le Luxembourg (m)	luxembourgeois (m)/luxembourgeoise (f)

Key Knowledge and Grammar

- Countries are nouns which means they are either masculine or feminine.
- If the country's name is masculine, the form of **de** to use is **du**. If it is feminine, then **de la** needs to be used. Regardless of gender, if the country's name begins with a vowel, then **de l'**... needs to be used.
- To say to or in, use **au** for masculine countries that start with a consonant and **en** for feminine countries or countries that start with a vowel.

Quelle est la distance entre Paris et Toulouse ?

What's the distance between Paris and Toulouse?

C'est six-cent-soixante-dix-neuf kilomètres.

It's 679 kilometres.



Key Vocabulary – Directions

le nord-ouest
north west

le nord
north

le nord-est
north east

l'ouest
west

l'est
east

le sud-ouest
south west

le sud-est
south east

Key Knowledge and Grammar

All compass points are masculine, so when saying to the, the word **au** is used, with the exception of **l'ouest** and **l'est**. As these words begin with a vowel, **à l'...** is needed.

Nantes est à l'ouest de Dijon.

Nantes is to the west of Dijon.

Toulouse est **au**

sud-est de Bordeaux.

Toulouse is to the south east of Bordeaux.



Key Vocabulary – What to Do in Paris

À Paris, on peut... In Paris, one can...		
...visiter les bâtiments célèbres. ...visit famous buildings.	...marcher le long de la Seine. ...walk along the River Seine.	...se déplacer en métro. ...travel on the metro.
...se reposer dans le parc. ...rest in the park.	...aller à un spectacle musical. ...go to a musical show.	...manger un repas délicieux. ...eat a delicious meal.
...visiter les édifices religieux. ...visit religious buildings.	...aller au marché. ...go to a market.	...aller à un défilé de mode. ...go to a fashion show.

Key Vocabulary – Famous People

**Raymond Blanc est
un chef célèbre.**
Raymond Blanc is
a famous chef.



**Marie Curie était une
scientifique célèbre.**
Marie Curie was a
famous scientist.



un directeur/une directrice – manager/manageress
un acteur/une actrice – actor/actress
un empereur/une impératrice – emperor/empress
un joueur/une joueuse de foot – footballer (m/f)
un/une scientifique – scientist (m/f)
un homme/une femme politique – politician (m/f)
un/une chef – chef (m/f)
un/une artiste – artist (m/f)
un soldat – soldier (this is used for both m/f)
un chanteur/une chanteuse – singer (m/f)

Key Knowledge and Grammar

- Two forms of the verb **être** (to be) are used here: **est** (is) and **était** (was).
- The adjective **célèbre** (famous) stays the same for masculine and feminine jobs.