



Year 6 Curriculum Newsletter- Summer 1 2026

Dear parents and carers,

We hope you had a lovely break. We are very excited for our final term in Year 6; it is going to be a very busy one!

Home learning will continue to include activities that support children's preparation for SATs. Do encourage the children to complete the tasks given daily and weekly. They can also continue to use the revision packs to support them with their learning.

Key dates to remember: SATS week will take place from Monday 11th May 2026 to Thursday 15th May 2026.

If you require further detail about what skills and knowledge will be taught in each subject, please have a look at the curriculum page on our school website. Follow us on Twitter (@HighwoodSchool) where we will be sharing the excellent learning that happens at Highwood.

Many thanks,

Reminders



PE lessons are as follows:

**Chestnut & Sycamore:
Mondays and Thursdays**

Please ensure your child comes to school in their PE Kit. Also, long hair must be tied back, and no earrings should be worn on PE days.

Library:

Fridays – Chestnut

Thursdays - Sycamore

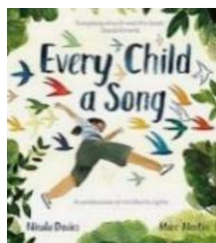


**Book Quest – in school
Wednesdays & Thursdays**

English



This half term the children will be reading this key texts:



They will be producing the following pieces of written work linked to the key texts:

- Narrative with flashbacks
- Advocacy Campaign



www.spellingshed.com

Please continue to consolidate the spellings via the website above. The spelling list will be sent out on the termly spelling grid.

- **Words beginning with acc**
- **prefixes 'dis-', 'un-', 'over-' and 'im-'**
- **words with origins in other countries and languages**
- **words with the suffix '-ful'**
- **Words used to describe settings**
- **words with unstressed vowel sounds**

Maths

- Statistics – calculate mean and average
- Statistics – line graphs & pie charts
- Algebra & sequences

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Science:

Electricity – Consolidate and Continuation

Living things and their habitats

The children will be taught the following key knowledge and skills:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Home Learning



Home Learning book to be handed in on Tuesdays and returned on Thursday.

Please see home learning grid for further details.

Daily home learning

- Daily reading and sharing books.
- Spelling Shed
- Times Tables Rock Stars online-Multiplication tables (revise all tables).

Weekly Home learning

Complete **one** activity from the Maths booklet, Reading Booklet and Grammar Booklet.

History

This term, we will be taught the following key knowledge and skills to help them answer our Big Question:

Who were the Ancient Mayans and what is their legacy?



- Describe the main changes using words such as social, religious, political, technological and cultural.
- Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
- Understand that the past has been represented in different ways.

RE - Buddhism



Big Question: What is the best way for a Buddhist to live a good life?

This term, the children will explore the way of life that Buddhists follow focussing on right intentions and right living. They will learn about the 5 precepts and how these are followed in day-to-day life. As well as this, they will explore how a Buddhist way of life can impact decisions they make about their life such as their careers and jobs.



COMMUNITY SPORTS & EDUCATION TRUST
REGISTERED CHARITY NO: 102239

P.S.H.E

This term, the children will be participating in Positive Minds workshop, which will focus on Mental Health.

The following topics will be covered:

- Mental Health and Support Networks
- Coping Strategies & Resilience
- 5 Ways to Wellbeing
- Social Media and Gaming
- Body Image and Emotional Literacy
- Moving Forward & Transitioning

ART



Big Piece: A painted Mexican-style skull incorporating symbolism to express identity, beliefs or emotions.

The term, we will research the theme of activism used by a range of artist such as: Frida Kahlo and Omaid Sharifi. They will understand how artists use their work to express ideas and cultural identity and explore the symbolism within cultural traditions. They will develop accurate drawing skills using proportion and symmetry and finally create their own symbols and express their personal voice in their big piece.

Computing



This term, we will be learning and developing animation skills and patterns using movie software – iMovie. This will focus on animated Lego style movies.

In E-Safety we will be looking at issues that arise with mobile technology.

PE



Handball and Tag Rugby

This term, we will be developing their skills and knowledge in the following games: **Handball and Tag Rugby.**

They will be working on:

Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.

Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.

Tracking: demonstrate a wider range of techniques when tracking a ball under pressure

Working co-operatively with others as well as independently, lead and officiate

Developing their tactical awareness: learning how to outwit an opponent.

Music



This term, we will begin by finishing off our protest songs, by adding melodies to the lyrics and rhythms we have already created. After this, we will further develop our composing skills by writing our own short Leavers' songs. We will create arrangements for our songs, considering the texture and structure and focus on performing them with expression.

French



This term, we will cover what people do to help the planet in countries that speak French. Children will discuss environmental problems on earth and talk about what we can do to help the planet, using the pronoun 'on'. They will build sentences with Qu'est-ce qu'on peut faire? (What can we do?) Qu'est-ce