



St Saviour's CE Primary School

Year 6 Class Newsletter Term 3 2025-26

Dear Year 6 Parents and Carers,

I hope everyone had a restful Christmas break and are ready for the busy term ahead!

Trips:

-Monday 12th January, London Transport Museum

-Monday 9th - Friday -13th February, Sayers Croft

Homework:

-reading every day; Doodle Learning

Email:

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Subject	What the children will be learning
English Suffragettes: The Battle for Equality The Promise	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Providing reasoned justifications for their views • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Maths	<ul style="list-style-type: none"> • Multiplication of decimals and fractions • 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles • Mental and written addition and subtraction methods; including solving word problems.
Science How does light travel, change and behave?	<ul style="list-style-type: none"> • How does light travel? • How does light reflect? • How can reflection be used to help us see? • How do shadows change? • How can we show why shadows have the same shape as the objects that cast them?
R.E What might the journey of life and death look like through the Christian perspective?	<ul style="list-style-type: none"> • How is life like a journey? • How is the sacrament of baptism significant to a believer's life? • How is the sacrament of confirmation significant to a believer's life? • What does marriage mean for a believer? • What do Christians believe happens after we die?



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<p>History How did life change in Britain because of WW2?</p>	<ul style="list-style-type: none"> • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated and what was evacuation really like? • How was Britain able to stand firm against the German threat? • How did people manage to carry on normal life during the war and how do we know? • Why is it so difficult to be sure what life on the Home Front was really like? <p>Key skills:</p> <ul style="list-style-type: none"> • Explain the sequence of events from 1918-39 • Asking questions of a graph and then researching their own questions using range of texts/websites • Pupils to apply their knowledge of censorship and to grasp why has it has been staged for a particular purpose.
<p>Art</p>	<p><u>Sketching</u></p> <ul style="list-style-type: none"> • Introducing artist Henry Moore • Sketching using shading techniques to create tone, texture and depth • Recreating Moore's WW2 Shelter drawings
<p>Spanish</p>	<ul style="list-style-type: none"> • My house
<p>P.E</p>	<p><u>P.E will be on Wednesday and Thursday</u></p> <ul style="list-style-type: none"> • Gymnastics • Football • Dance- Tap
<p>P.S.H.E</p>	<p>Mental Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing <p><u>MENTAL HEALTH AND ONLINE SAFETY</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing <p><u>FAMILY DYNAMICS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how families behave
<p>Computing</p>	<p>Programming- Variables in computing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • understand that variables are used in programs



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	<ul style="list-style-type: none">• apply the concept of variables to enhance an existing game in Scratch• work at the 'design' level of abstraction, where they create their artwork and algorithms
Music	<ul style="list-style-type: none">• Pop music from 1960's to today• Learning about song structure, and writing own ballads