




# Corsham Primary School






## Parent/Carer Curriculum Newsletter






Year: 6 Class Teachers: Mrs Vines and Miss Wiltshire

### Spring Term 2026 (05/01/26 – 27/03/26)

The following information will provide you with an overview of the objectives Year 6 will be focusing on this term. We hope you find it useful.

<p><b>Being a Mathematician</b></p> 	<ul style="list-style-type: none"> <li>• Reading, understanding and calculating using decimal measures</li> <li>• Interpreting and solving word problems using decimals</li> <li>• Multiplying and dividing decimal numbers</li> <li>• Solving simple problems involving ratio and proportion</li> <li>• Understanding equivalent fractions and reducing fractions</li> <li>• Converting fractions to decimals</li> <li>• Understanding percentage</li> <li>• Expressing simple fractions or decimals as percentages</li> <li>• Using negative numbers confidently</li> <li>• Understanding imperial units</li> <li>• Recognising properties of 2D and 3D shapes</li> <li>• Calculating perimeters and areas of shapes</li> <li>• Understanding reflective symmetry</li> <li>• Understanding translation and rotation</li> <li>• Calculating angles of shapes</li> <li>• Subtracting numbers up to 1000</li> <li>• Understanding chance or likelihood</li> <li>• Identifying co-ordinates in all four quadrants</li> <li>• Calculating, estimating and comparing volume</li> <li>• Constructing and reading pie/line charts</li> <li>• Expressing missing number problems algebraically</li> <li>• Using simple formulae</li> <li>• Using and calculating ratio</li> <li>• Scale drawing</li> <li>• Calculating scale factors</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Using descriptive effects</li> <li>• Writing non-chronological reports</li> <li>• Writing an adventure story</li> <li>• Using dialogue to shift formality</li> <li>• Writing narrative descriptions</li> <li>• Punctuation and grammar skills</li> <li>• Handwriting</li> <li>• Spellings from the KS2 spellings lists for Years 3,4,5 and 6</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Variety of different texts</li> <li>• Non-chronological reports</li> <li>• Discussing author's word choices and techniques</li> <li>• Retrieving information from a piece of text</li> <li>• Summarising a piece of text</li> <li>• Answering reading comprehension questions</li> <li>• Using inference and deduction to identify underlying themes</li> <li>• Confidently discussing layout and structures of different text types.</li> </ul>

<p><b>Being a Scientist</b></p> 	<p><b>Classifying living things</b></p> <ul style="list-style-type: none"> <li>• Describing 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</li> <li>• Giving reasons for classifying plants and animals based on specific characteristics</li> <li>• Learning the Five Kingdoms of living things from Carl Linnaeus</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Recognising that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</li> <li>• Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>• Understand Charles Darwin's theory of evolution</li> </ul> <p><b>Comparing the scientists Carl Linnaeus and Charles Darwin</b></p>
<p><b>Being an Engineer (Design Technology)</b></p> 	<ul style="list-style-type: none"> <li>• Understanding and applying the principles of a healthy and varied diet</li> <li>• Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques such as: simmering, making dough, weighing ingredients</li> <li>• Understanding the need for Health and Safety when cooking</li> <li>• Understanding seasonality, and knowing where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Identifying features of a variety of songs</li> <li>• Collaborating to write lyrics with rhyme and rhythm</li> <li>• Listening and appraising songs</li> </ul>
<p><b>Being an Historian</b></p> 	<ul style="list-style-type: none"> <li>• Noting connections, contrasts and trends over time and developing the appropriate use of historical terms</li> <li>• Understanding how our knowledge of the past is constructed from a range of sources</li> <li>• Linking Charles Darwin and Carl Linnaeus to our timeline and understand that Charles Darwin was alive in the Victorian era.</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating the world's countries, using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Identifying the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere.</li> <li>• Understanding the countries of the UK, the continents and oceans – revision.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Describing and understanding key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

<p><b>Being an Artist</b></p> 	<ul style="list-style-type: none"> <li>• Improving mastery of art and design techniques, including drawing and painting [for example, pencils with different grades and charcoals]</li> <li>• Learning about great artists, architects and designers in history</li> <li>• Botanical drawings</li> </ul> <p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>• Various great artists</li> </ul>
<p><b>Being an Athlete</b></p> 	<ul style="list-style-type: none"> <li>• Learning street dance moves and choreography</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Football</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<ul style="list-style-type: none"> <li>• Emmanuel Project – Hinduism – learn about Hindu concepts including Brahman and Atman, the world and living beings</li> <li>• Emmanuel Project – Buddhism – the idea of refuge and what it means to Buddhists</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Making short and long-term goals</li> <li>• Recognising our achievements</li> <li>• Healthy Me – taking responsibility for my health and well-being</li> <li>• Emotional and mental health management</li> <li>• Managing stress and pressure</li> <li>• E-safety</li> </ul>
<p><b>Being a Linguist</b></p> 	<ul style="list-style-type: none"> <li>• Continuing to build on our Spanish skills</li> <li>• La Ropa – clothes unit Language Angels</li> <li>• En el colegio – at school unit Language Angels</li> </ul>

**Other Information:**

We would like the children to read daily for 10-15 minutes.

Home learning will be set weekly on a Friday, to be completed by the following Friday.

Each week we would like you to practise the spellings. There are 10 new spellings set every two weeks. In addition, please practise times tables using TTRS. We will also set a maths and/or an English activity linked to classroom learning. An optional activity or activities will be included linked to the wider curriculum.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can they also bring in a water bottle to have on their desk at school. These will need to go home daily for washing.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,

The Year 6 Team.