












Corsham Primary School
Parent/Carer Curriculum Newsletter

Year: 6 Class Teachers: Mrs Ryan and Mrs Ridout

Summer Term 2026
(13/04/26 – 22/07/26)

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

<p>Being a Mathematician</p> 	<ul style="list-style-type: none">• Measuring and drawing angles• Calculating angles in a range of different shapes• Solving word problems• Interpreting frequency tables, pie charts and bar charts• Collecting and representing data• Calculating the mean• Interpreting tables and timetables• Calculating time intervals• Converting between units of time• Converting money from £ to pence• Converting metric units of capacity, length and weight• Metric and imperial units• Consolidating arithmetic skills
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none">• Articulate, answer and express their opinions through a non-chronological report• Participate in discussions and debates• Using descriptive effects.• Writing short stories.• Contributing constructively to shared discussion about literature
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none">• Reading a range of different texts• Summarising what we have read• Making predictions about a text• Answering questions based on what we have read• Deconstructing longer comprehension style questions and using point, evidence, explain to help formulate a written answer• Collecting new vocabulary and discussing root words and word families• Developing reading fluency through understanding vocabulary and punctuation
<p>Being a Scientist</p> 	<ul style="list-style-type: none">• How have scientific ideas developed over time?

<p>Being an Engineer</p> 	<ul style="list-style-type: none"> • Why does sequencing and coding matter? • Trial and error being helpful • Create an engaging board game based around trade
<p>Being a Musician</p> 	<ul style="list-style-type: none"> • Listen with attention to detail • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music
<p>Being a Geographer</p> 	<ul style="list-style-type: none"> • Investigate how the tourism industry works • Locate the world's countries, using maps to focus on Europe (and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Use maps, atlases, globes and digital/computer mapping to locate countries
<p>Being an Historian</p> 	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history • Note connections, contrasts and trends over time • Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Investigate a history of Trade in the local area • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
<p>Being an Artist</p> 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Tennis • Athletics • Cricket • Dance
<p>Being a Philosopher (Religious Education)</p> 	<ul style="list-style-type: none"> • Learning about different faiths • Understanding how religious and spiritual ideas are expressed • Asking important questions about living in the community - raising and suggesting different answers

<p>Being a Philosopher (PSHE)</p> 	<ul style="list-style-type: none"> • Self and body image • Health education
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Describing our homes • Habitats

Other Information:

In Year 6, home learning will be set on a weekly basis. Home learning books will be sent home to support the completion of the tasks set. These books should be brought into school on the due date of each piece of home learning. Home learning will be set on a Friday, to be completed by the following Friday. Each week there will be a maths, reading and English activity, some of which will be set on LBQ and will link to the Maths and Grammar Revision Booklets sent home in Spring Term 2. New spellings are set every two weeks to be practised at home. Please encourage your child to read at for at least 10 minutes a day.

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. Children have access to their own water bottles so please can they bring one in from home and take home daily. Please ensure that your child has a pair of outdoor shoes / boots for break and lunch time.

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.

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

Mrs Ryan and Mrs Ridout