

**Corsham Primary School**  
**Parent/Carer Curriculum Newsletter**

Year: 6     Class Teachers: Mrs Heard and Mrs Gullis

**Autumn Term 2026**  
**(3/9/26 – 18/12/26)**

Your child will be focusing on the following objectives this term:

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| <p><b>Being a Mathematician</b></p>        | <ul style="list-style-type: none"><li>• Identify the value of digits using knowledge of place value</li><li>• Write large numbers correctly</li><li>• Partition numbers correctly</li><li>• Compare and order numbers</li><li>• Solve number and practical problems on place value</li><li>• Round integers accurately</li><li>• Understand Roman numerals to 1000</li><li>• Use negative numbers correctly and calculate intervals across zero</li><li>• Solve number and practical problems on rounding numbers and negative numbers</li><li>• Count in 10s, 100s, 1000s, 10000s and 100000s</li><li>• Use the column method for addition and subtraction</li><li>• Solve addition and subtraction multistep problems</li><li>• Use written methods for multiplication – up to 4 digits x 2 digits</li><li>• Develop understanding of short and long division</li><li>• Solve reasoning problems involving multiplication and division</li><li>• Use inverse operations</li><li>• Develop understanding of multiples and factors</li><li>• Identify prime numbers and prime factors</li><li>• Understand square and cube numbers</li><li>• Develop understanding of the order of operations - BIDMAS/BODMAS (year 6)</li><li>• Simplify fractions</li><li>• Place fractions on a number line</li><li>• Covert improper fractions to mixed numbers and mixed numbers to improper fractions</li><li>• Compare and order fractions</li><li>• Add and subtract fractions</li><li>• Multiply and divide fractions</li><li>• Find fractions of an amount</li></ul> |
| <p><b>Being an Author – Writer</b></p>  | <ul style="list-style-type: none"><li>• Write in a fluent, joined hand in daily writing</li><li>• Spell correctly common prefixes and suffixes</li><li>• Speak clearly, confidently and audibly when speaking in front of the class</li><li>• Use a wide range of punctuation and grammar</li><li>• Write in a range of different styles</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                     | <ul style="list-style-type: none"> <li>• Vary sentence length and structure for effect</li> <li>• Use a broad and varied vocabulary when writing</li> <li>• Include a variety of literary effects to embellish writing</li> <li>• Use grammatically complex sentences</li> <li>• Plan quickly and effectively</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Being an Author – Reader</b><br>                | <ul style="list-style-type: none"> <li>• Use inference and deduction to identify underlying themes</li> <li>• Pick out the features of different text types</li> <li>• Comparing and contrasting different text types</li> <li>• Developing skills of prediction, summarising and inferring</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Being a Scientist</b><br>                       | <b>How are lives saved?</b> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system</li> <li>• Describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>• Understanding who the leading figures in scientific thought are and what they have achieved</li> </ul>                                        |
| <b>Being an Engineer (Design Technology)</b><br> | <b>Who were the greater engineers- Victorians or the Ancient Britons?</b> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of products</li> <li>• Generate, develop, model and communicate their ideas</li> <li>• Select from and use a wider range of tools and equipment</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria</li> <li>• Understand how key events and individuals in D&amp;T have helped shape the world</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> |
| <b>Being a Musician</b><br>                       | <b>How are lives saved?</b> <ul style="list-style-type: none"> <li>• Create a soundtrack for our own individual Ted Talks presentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Being an Historian</b><br>                    | <b>Who were the greater engineers- Victorians or the Ancient Britons?</b> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Develop an understanding of changes in Britain from the Stone</li> </ul>                                                                                                                                                                                                                                                                                   |

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|                                                                                                                                        | Age to the Iron Age                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Being an Artist</b><br>                            | <b>Who were the greater engineers – Victorians or the Ancient Britons?</b> <ul style="list-style-type: none"> <li>Understanding the aesthetics of great products through history and those who designed them</li> <li>Evaluating products</li> <li>Use the artwork of William Morris to create their own floral design</li> <li>Investigate shading techniques using colouring pencils and graded pencils</li> </ul> |
| <b>Being an Athlete</b><br>                           | <ul style="list-style-type: none"> <li>Apply physical skills, such as balance and control</li> <li>Develop skills in team game situations, including hockey</li> <li>Demonstrate accuracy, consistency and clarity of movement in gymnastics</li> <li>Use personal and social skills to work collaboratively, exploring ways to communicate effectively to complete tasks</li> </ul>                                 |
| <b>Being a Philosopher (Religious Education)</b><br> | <b>Christianity</b> <ul style="list-style-type: none"> <li>How do Christians show their belief that Jesus is God incarnate?</li> </ul> <b>Islam</b> <ul style="list-style-type: none"> <li>How does Tawhid create a sense of belonging in the Muslim community?</li> </ul>                                                                                                                                           |
| <b>Being a Philosopher (PSHE)</b><br>               | <b>Being me in my world – Jigsaw</b> <ul style="list-style-type: none"> <li>Understanding my place in the class, school and global community as well as devising learning charters</li> </ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Anti-bullying - cyber and homophobic bullying</li> <li>Diversity work</li> </ul>                                                                  |
| <b>Being a Linguist</b><br>                          | <b>Spanish</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>The date</li> <li>Do you have a pet?</li> </ul>                                                                                                                                                                                                                                                                                               |

### Other Information:

In Year 6, home learning will be set on a weekly basis.

Learning Logs will be sent home to keep a record of home learning. These books should come into school each week. Home learning will be set on a Friday, to be completed and shown to the class teacher on the following Friday. Each week there will be a maths activity and an activity based around our Enquiries. In addition, we will set ten spellings every two weeks.

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. Thank you.

The Year 6 Team at Pound Pill