



# St. Lawrence Primary School

La Grande Route de St Laurent  
St Lawrence  
Jersey  
JE3 1NG

Telephone: 01534 863172  
Nursery: 01534 865524  
Email: admin@stlawrence.sch.je



## Y6 Spring Term (2) 2026

Dear Parents,

This term's newsletter aims to give you an outline of the intended work in your child's class.

This topic will last over the whole term, although other areas of science which relate to it will be covered through class activities and coursework.

### Coursework/Science and PSHE

The programme of coursework itself will be used as homework over the next full term, until Easter. It will be a topic called 'Blood Heart' and is mainly science based. We will be covering the circulatory system and linking this to other major systems in the body. This will form the research behind writing an explanatory text in school time (linked to a formula). For extra information about our topic, have a look on the website. Y6 will also be studying legal and illegal drugs, healthy living/eating, emotions (and how they may change during puberty) and setting up experiments. Also, in class, we will study Sex Education in the latter half of the Spring Term, and therefore PSHE and Science will be linked. Should you wish to look at the DVD or discuss the Sex Ed., please feel free to come and speak to me as this will not run until after half term.

I am hoping that we can run study (help) groups for those children who would benefit from the support of their peers at lunchtimes or break. Should you, or your child, feel that the coursework is not suitable, please feel free to pop in and see me as soon as possible.

In discrete writing lessons, we will be covering formal letters of complaint, (in the first instance 'to Santa Claus'), as well as continuing with punctuation (focusing on semi colons, colons, speech marks, parenthesis, the subjunctive, various tenses and using different Sentence Types). We will be using a formula to help us structure the letter and we will be building up a vocabulary of high-level words and stock phrases to use in our unaided assessment. The second half of the term will be focusing on building on newspaper report writing skills from previous years and here, we will cover areas such as the use of tenses, active and passive voice and structuring the various parts of the text in this genre.

In Grammar, Y6 will be learning the correct use of pronouns, prepositions, subject/verb agreements, tenses, parts of speech, prefixes and suffixes, passive and active voice, different types of determiners, tenses, noun and adverbial phrase, formal/high level conjunctions and connectives and applying previous grammar knowledge to their editing of written work in other subjects. Poster design and menu writing also come into our coursework, whilst write-up from notes makes up a large part of research. The pupils will continue on their personalised spelling programme, as well as learning two words per week from the statutory spelling list.

In IT, we will be using the internet for research, Excel to produce spreadsheets, use formula and specific 'buttons' and graphs from data, as well as continuing to use multimedia programs on the ipads. Flowol will be used in the second half of the term and this deals with the skills of coding.

In Art, we will be studying 'still life' and, in particular, the work of Cezanne. In terms of medium, we will be using pencil to revise directional shading to produce a 3D effect, and paint (watercolours and acrylics – mixed media).

In PE, we will be focusing on gymnastics sequences in pairs and groups and Street Dance (floor sequences and sequences on apparatus in the second part of the term), circuit training and cricket.

RE time will be used to investigate the key questions: 'Why do Hindus try to be good?' and 'Creation and Science: conflicting or complementary?'

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**Music** - We'll begin the term singing a beautiful choral piece in Latin called *Donna Nobis Pacem*. This will be contrasted by looking at the history of soul music and a few weeks of making our own compositions based on *Twinkle, Twinkle Little Star*. We'll continue to finish the lesson with a few minutes of recorder each week.

**French** - The term will be split into 2 units: This is France and All in a Day. The children will be learning about directions, Paris, the correct form of adjectives, school subjects and different timetables.

**Science** - We begin the term with a biology unit focusing on the heart, circulatory system, blood and the impact of drugs and alcohol on the body. After half term we'll move onto 'Inheritance and Evolution', exploring animal and plant adaptations, fossils and natural selection.

**PSHE** – Our topics involve drugs' awareness – both legal and illegal. Please take this opportunity to discuss the legality and consequences around this with your children. The second half of the term will be focusing on Relationships. We will recover the sex ed, from Y5 and also Unit 3 for Y6 which focuses on relationships, making good decisions and draws on healthy relationships from last half term.

In DT (second half of the Spring Term), Y6 will be designing and making an Easter card which has a weaving on a cardboard loom as decoration on the front.

This year, as part of our Geography Curriculum this half term, we will finish map reading. The maps increase in difficulty and build on our use of atlases and a map of Jersey from last term. The children will work through the activities at their own speed and the aim is to get everyone able to read and use an ordnance survey map, giving grid references to at least 6 figures. We will also continue to build on general knowledge such as locating countries, continents, oceans and geographical features in the UK.

The children will continue to record their targets in the Target/Homework Booklet and your continued support in practising these would be appreciated.

All children have homework in Y6 – Times Tables (6 per week), an Arithmetic or Mental Maths SATs Paper (work on a couple a week), Spelling Sheets (most weeks), Coursework (1, 2 or 3 pieces, depending on what they/you sign-up for) and their reading books which they take from the library.

Please feel free to make an appointment to come and see me at any time if you have any concerns regarding your child's school work.

## Y6 Maths Information – Spring 2026

Pupils will be following themes in the White Rose scheme of work and the areas for this term are below. The children will also have a half termly Arithmetic or Mental Maths SATs paper to work on and it is hoped to improve the score over the six or so weeks up to half term.

It would be beneficial to work on two or three per week – changing the numbers but keeping the main spirit of the question the same e.g. 3450 divided by 17 could become, 2378 divided by 14.

Being able to convert measures is really important and would be a useful area to work on e.g. knowing facts such as, 1000g in a kg, 1,000 ml in a litre, 365 and a 1/4 days in a year, 60 minutes in an hour.

### Fractions

- Step 1 Multiply fractions by integers
- Step 2 Multiply fractions by fractions
- Step 3 Divide a fraction by an integer
- Step 4 Divide any fraction by an integer
- Step 5 Mixed questions with fractions

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Step 6 Fraction of an amount

Step 7 Fraction of an amount – find the whole

## Measurement

Step 1 Metric measures  
Step 2 Convert metric measures  
Step 3 Calculate with metric measures  
Step 4 Miles and kilometres  
Step 5 Imperial measures

## Ratio

Step 1 Add or multiply?  
Step 2 Use ratio language  
Step 3 Introduction to the ratio symbol  
Step 4 Ratio and fractions  
Step 5 Scale drawing  
Step 6 Use scale factors  
Step 7 Similar shapes  
Step 8 Ratio problems  
Step 9 Proportion problems  
Step 10 Recipes  
End of block assessment (version B)

## Algebra

Step 1 1-step function machines  
Step 2 2-step function machine  
Step 3 Form expressions  
Step 4 Substitution  
Step 5 Formulae  
Step 6 Form equations  
Step 7 Solve 1-step equations  
Step 8 Solve 2-step equations  
Step 9 Find pairs of values  
Step 10 Solve problems with two unknowns

## Decimals

Step 1 Place value within 1  
Step 2 Place value – integers and decimals  
Step 7 Multiply decimals by integers

## Fractions, Decimals Percentages

Step 1 Decimal and fraction equivalents  
Step 2 Fractions as division  
Step 3 Understand percentages  
Step 4 Fractions to percentages  
Step 5 Equivalent fractions, decimals and percentages  
Step 6 Order fractions, decimals and percentages  
Step 7 Percentage of an amount – one step  
Step 8 Percentage of an amount – multi-step  
Step 9 Percentages – missing values

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## Area, Perimeter, Volume

- Step 1 Shapes – same area
- Step 2 Area and perimeter
- Step 3 Area of a triangle – counting squares
- Step 4 Area of a right-angled triangle
- Step 5 Area of any triangle
- Step 6 Area of a parallelogram
- Step 7 Volume – counting cubes
- Step 8 Volume of a cuboid

## Statistics

- Step 1 Line graphs
- Step 2 Dual bar charts
- Step 3 Read and interpret pie charts
- Step 4 Pie charts with percentages
- Step 5 Draw pie charts
- Step 6 The mean

At the beginning of each day, the class will have a fluency session, where we focus on the previous weeks'/term's work which has been covered before. There may also be some pre teaching sessions and we have already covered some of the areas of the Spring Term in the Autumn fluency lessons.

It is important to ensure that your child can tell the time, both on an analogue clock and a digital (24hr clock). Access to IXL is still provided and your child has their log on for this program. It provides revision of 'Time' and this is a good place to start. Pupils should also know how many days there are in each month, how many days in a year/leap year, how many minutes in an hour etc. and be able to convert between 24hr and 12 hr times.

Times tables revision is ongoing, and your child should work on the 6 tables which they write down each week in their target folders. These are imperative for your child's success in Maths as they come into all areas of this subject. Please work on any tables which your child cannot recall quickly – post-it note them around the house and ask them to tell you about the cues we have to remember the tricky ones. All pupils have a log on for Times Tables Rock Stars so hopefully this will fuel enthusiasm for this crucial, aspect of the Maths Curriculum.

In Y6, the pupils will be given a spelling/grammar/sentence structure/etymology sheet on a Monday to complete as homework. This needs to be brought in on **Wednesdays**. All spellings are based on the individual child's needs, as identified by a test or through the marking of their work; however, there is a statutory spelling list for each year group and your child will have two spellings per week from this, with a spelling challenge week at the end of the year! Explicit grammar, etymology and sentence structure lessons are also taught in this session.

Our novel for the start of the year will still be War Horse by Michael Morpurgo and we will be studying different genre through this e.g. debate, responding to text, imagery, summarising and writing a review. Each term, the class will also learn a poem by heart and will they will be recorded reciting it for our assembly. The poem we will be learning is: John Masefield's 'Sea Fever'. We will also be doing close analysis of excerpts from War Horse in order to promote the understanding of inference and this will be taught through APE – ANSWER, PROVE IT, EXPLAIN and Harkness Discussions, as well as other formats!

Non Fiction will also be covered by researching coursework for 'A Blood Heart' and children will have a Coursework Criteria Sheet (see Target Folders).

In the latter part of the term, we will also be reading playscripts and writing newspaper reports.

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## Oracy

Although we focus on vocabulary extension in all areas of the curriculum, these are the specific words that we will be focusing on in our Reading Sessions this term. It would be beneficial to talk through these words and phrases and encourage the use of them in everyday life – where appropriate!

- foreshadowing
- summarising
- theme
- active and passive voice
- fronted adverbial phrases
- embedded clauses
- relative clauses
- formal and informal tone
- writer's viewpoints
- connotations
- pivotal moments
- Harkness Discussions – *where pupils write assertions based on a text and questions, in order to deepen learning*

We will also be focusing on improving pupils' ability to explain, probe and expand on their spoken interactions, through questioning and the use of sentence stems which are stuck on all desks. These will be particularly useful for our debate on: *War is justifiable*.

Below are the statements from the Curriculum for Reading which we will be covering this half term.

### **Word reading:**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in The English Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

### **Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- Participate 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
- Explain and discuss their Understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.

### **Understand what they read by:**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- Summarising longer extracts of text.

### **Maintain positive attitudes to reading and understanding of what they read by:**

- identifying and discussing themes and conventions in and across a wide range of writing
- reading books that are structured in different ways and reading for a range of purposes
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

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## Maintain positive attitudes to reading and understanding of what they read by:

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- learning a wider range of poetry by heart

Our shared learning afternoon will be on 25<sup>th</sup> March 13:30-14:30, so hopefully see you then.

Many thanks for your continued support. Please do not hesitate to contact me, should you have any queries.

Yours sincerely,  
Carolyn McCartney.

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