



St. Lawrence Primary School

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Y6 Spring Term (2) 2025

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 (floor sequences and sequences on apparatus in the second part of the term), circuit training and Dance.

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

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.

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. We will also make a French lunch/sandwich in food technology.

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.

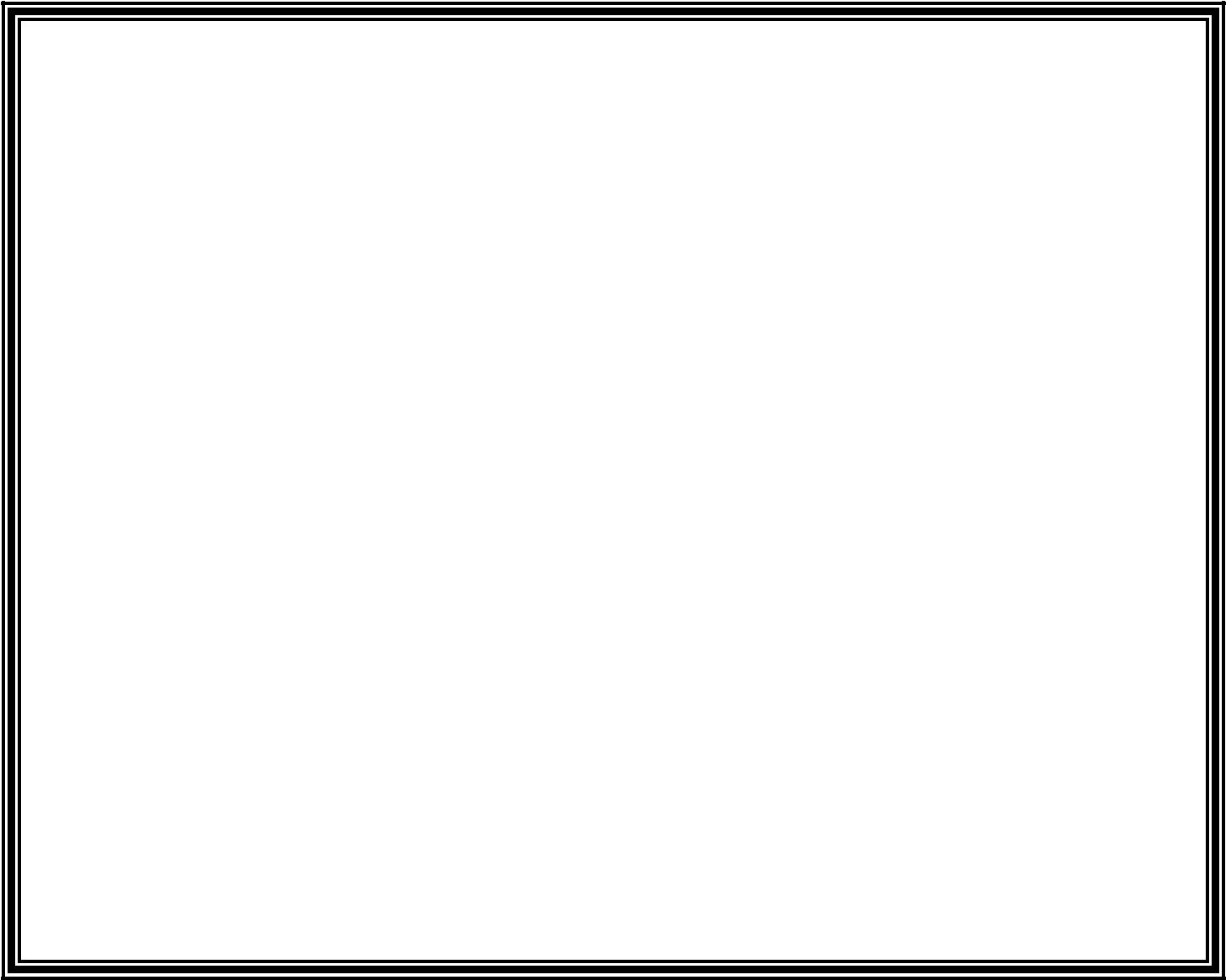
Yours sincerely,
Carolyn McCartney.

Class Timetable	8.30-8.45	8.45-9.45	9.45-10.00	10.00-10.20	11.00-12.00	12-1.00	1.00-2.00	2.00-3.00
Monday		Maths (Including Tables)		Spelling, punctuation grammar, sentence structure	Writing (2P/20) Term 1 – Formal Letter of Complaints Term 2 Newspaper Reports		Reading	RE Why do Hindus try to be good?
Tuesday		Maths		Reading	PE		Writing (2P/20) Term 1 – Formal Letter of Complaints Term 2 Newspaper Reports	PSHE
Wednesday		Maths		Reading	Writing (2P/20) Term 1 – Formal Letter of Complaints Term 2 Newspaper Reports		Science/History/ Writing/IT	PE
Thursday		Maths		French (VW)	Music (VW)		1 – 1:30 Asse m bly	Science (VW) Science (VW)
Friday		Maths Mental Maths		IT Excel – Data Handling	ART/DT Term 1 Pazz Impressionizm – Sell LL& painting Term 2 – DT Weaving – designing an Easter card		Personal Study Geog./History/Scie nce/PSHE/RE Coursework Check	2:15 – 3pm ORACY Debate

Our Mission:

'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever-changing world'.





Spring 2025 Reading

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 **THURSDAY**. 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.

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

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

Y6 Maths Information – Spring 2025

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
- 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
- End of block assessment (version B)

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 lesson, 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.

If you are able to spend any extra time on Maths with your children, a good place to start would be at our school Maths Fluency Policy. You can see the sorts of things we will be working on by finding Year 6 Spring Term on the following link: [Fluency Policy 2021](#)

You could also follow up the learning your children will be doing in Maths by looking at the free resources on the White Rose website.

Free workbooks are available here: [Parent resources](#) | [Maths workbooks](#) | [White Rose Education](#)

Helpful teaching videos are available here when you navigate to your child's year group and unit of learning: [Maths home learning](#) | [Home learning](#) | [White Rose Education](#)

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

Kind regards,
Carolyn McCartney.