



Monday 1st June 2026

Dear Parents and Carers,

Welcome to Summer Term 2 at Newhall Junior School. We hope you had a restful and enjoyable May half term. We want to take a moment to say how incredibly proud we are of all the children for the way they approached their SATs last half term. Their hard work, resilience, and positive attitude were truly impressive, and they should feel very proud of what they've achieved. Thank you for your continued support – it really makes a difference. We're looking forward to a fun and rewarding final half term together!

Curriculum

This half term, we have an exciting and enriching curriculum planned across all subjects. In History, we'll be exploring the enduring legacy of the Ancient Greeks and reflecting on how their innovations continue to shape our world. In Religious Education, we'll be examining the question, "Does belief in Akhirah (life after death) help Muslims lead good lives?" In Design and Technology, our focus will be on structures as we design and create model playgrounds. Our PSHE lessons will focus on the theme 'Changing Me,' including thoughtful discussions about personal development and preparing for the transition to secondary school. In Maths, we'll be revisiting key concepts to strengthen our understanding and ensure we're ready for the next stage of learning. In English, we'll be writing a formal letter, an informal letter, and a diary entry, all inspired by the novel *When the Sky Falls* by Phil Earle. Our Reading sessions will continue to develop our comprehension skills through a range of fiction and non-fiction texts. Additionally, we'll be continuing with the Mini Police programme on Monday afternoons, where we'll explore important issues affecting both our local community and the wider world.

You can access the Long-Term Plan for Year Six and Unit Six Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Six Curriculum Overview can also be found attached.

PE

Our PE lessons will take place on a Tuesday and Friday. Children should be wearing their school PE kit – please refer to the uniform section on the school website. Children also need to have hair tied back and have removed their earrings or be able to take them out themselves. It is important that all children attend school wearing the correct PE kit on their designated PE days. If a child is not in the appropriate kit, we will contact home to discuss the matter further and offer support where needed.

Communication

At Newhall Junior School, we believe that strong communication between home and school is essential to supporting every child's success. To help ensure that information is shared clearly and concerns are addressed promptly, we follow a structured communication plan.

This plan outlines the key channels through which parents and carers can connect with the school. Your child's class teacher is always your first point of contact. They know your child best and are well-placed to support their learning and wellbeing. We're committed to working in partnership with you to create the best possible experience for your child. The Communication Plan can be found attached.



Lost Property

To cut down on the amount of lost property each term, please could you ensure all items of your children's clothing is clearly labelled. This includes uniform, coats, lunch boxes and water bottles.

Homework and Weekly Tests

Homework this year will be to access Spelling Shed (<https://play.edshed.com/en-gb>) to practise spellings and Times Table Rockstars (<https://play.ttrockstars.com/>) to aid them in developing a rapid recall of multiplication facts. We ask that they complete these activities 4 times per week. This will be monitored by class teachers to ensure participation.

Your child will also receive an additional weekly Maths homework, designed to take no more than 20 minutes. Homework will be set using two CGP books, one focused on Arithmetic and the other on key mathematical concepts.

Every week will focus on a concept or concepts that the children have been taught so far this year so it will allow the children to recall information, this is an evidence-based strategy to revision. Please can your child complete the homework in pencil.

Homework should be completed and brought in each Thursday for marking. Your child's class teacher will go over any errors or misconceptions. Please try not to lose these books as they will cost to replace them.

It is an expectation that the children will complete this weekly homework or seek support from their class teacher before Thursday, if they need further guidance and input. Any children who fail to complete the weekly homework, will receive a 10-minute break detention on a Friday, whereby a member of staff will go through the homework with them to ensure they are best prepared in Maths to support them this year and with transition to secondary school.

Spelling tests will be on a Thursday afternoon.

Reading

Your child is encouraged to bring their reading book home each day, along with their reading diary. Please set aside time at home for your child to read quietly or to an adult. Reading at home, when it is a regular habit, has a remarkable impact on reading progress. We ask that children read at least 4 times per week at home and that this is evidenced in their reading diary by an adult.

Yours faithfully,

The Year 6 Team



NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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Executive Principal Robert Prior
Head of School Clare Weaver

Year 6 Unit Six Curriculum Map



Maths

We will continue to become fluent and efficient in all four operations, including mental methods and formal written methods. We will also be applying our previous learning to a variety of problem-solving tasks.

Vocabulary: integer, addend, subtrahend, minuend, divisor, coordinate, quadrant, translation, vertex, vertices, mirror line, reflection, angle, obtuse, acute, reflex, parallel, perpendicular, polygon, edge, face, co-ordinates, graphs, mean, pie chart, currency, convert, length, mass, capacity.



Writing

We will be learning to structure and write a narrative retell linked to Rock, Paper, Scissors and we will write a formal letter, an informal letter and a diary entry linked to When the Sky Falls by Phil Earle. We will continue to focus on the accuracy and precision of our writing but will also focus on writing for the reader and purpose.

Vocabulary: colon, semi-colon, passive voice, subjunctive form, relative clause, dialogue, cohesion, prepositional phrase, modal verbs.

Reading

We will be learning to develop our reading skills across different text types, including fiction, non-fiction and poetry. We will develop our oracy skills through classroom-based discussion and debate. We will build on and develop our inference, retrieval, prediction, language understanding and summarising skills.

Vocabulary: retrieval, inference, predict, summarise, decoding, fluency, language, structure, root word, prefix, suffix, fiction, non-fiction, poetry.

Science

Knowledge Review

We will be learning by revisiting key knowledge from our previous science units. This includes exploring ideas from inheritance and evolution, animals including humans, electricity, and light. These recaps will help strengthen our understanding and get us ready for the exciting science ahead!

Vocabulary: circulatory, heart, oxygen, nutrients, evolution, adaptation, inheritance, fossils, reversible, irreversible, dissolve, evaporation, condensation, light, reflection, refraction, electricity, circuit, conductor, friction.

History

The Ancient Greeks

We will learn about the political, social, and cultural life of Ancient Greece, focusing mainly on the Classical period. We will explore systems of government, religion, and the Olympic Games, and examine the legacy of the Ancient Greeks.

Vocabulary: Minoan, Mycenaean, city-state, democracy, architecture, empire, culture, polis, agora, trireme, monarchy, Olympic, myth, temple, hoplite, phalanx, legacy, impact.

Art & DT

Structures - Playgrounds

In this unit, we will design and build five playground apparatuses using design criteria and peer feedback. We will construct and improve three structures with available materials, adding cladding and securing them to a base. We will also create landscape features to enhance the final playground.

Vocabulary: apparatus, design criteria, equipment, playground, landscape features, cladding.

RE

Does belief in Akhirah (life after death) help Muslims lead good lives?

In this unit, we will explore what motivates us and how our choices are influenced by consequences. We will learn how the Qur'an guides Muslims in life, including beliefs about life after death and Jihad. We will also compare our motivations with those of Muslims and reflect on how beliefs shape actions.

Vocabulary: motivation, Qur'an, Akhirah, Jihad, choices, consequences, beliefs.

PSHE

Changing Me

In this unit, we will explore how our self-image and body image develop, especially during puberty. We will learn about physical and emotional changes, relationships, and the development of a baby during pregnancy. We will also understand the importance of self-esteem and how to build a positive sense of self.

Vocabulary: self-image, self-esteem, puberty, pregnancy, embryo, foetus, placenta, labour, contractions, midwife, attraction, relationship, choice, emotions, mental health.

Music

Female Role Models in Music

In this unit, we will explore the impact of female role models in music across different genres and time periods. We will learn about influential women in the music industry, their achievements, and the challenges they have faced. Through listening, discussion, and creative activities, we will celebrate their contributions and reflect on how they inspire us today.

Vocabulary: inspiration, equality, lyrics, performance, genre, empowerment, influence, creativity, expression, identity.

PE

Rounders and Fitness

In Rounders, we will develop our understanding of striking and the quality of our fielding skills. We will expand our understanding of the role of the bowler: backstop, fielder and batter. We will also improve our fitness through warm-ups, agility drills, and fun team games.

Vocabulary: stance, catch, bowl, fielding, striking, coordination, stamina, warm-up, teamwork.

Computing

Programming - Sensing Movement

We will be learning how to create programs that can detect and respond to movement using sensors. We will explore how inputs (such as motion sensors) can trigger outputs (like lights or sounds) and how coding can be used to control devices in real-life situations.

Vocabulary: program, sensor, input, output, motion, algorithm, code, debug, control.





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Communication at Newhall Junior School



The following plan outlines the communication channels at Newhall Junior School.

Stage 1 – Child's Class Teacher

Please speak to your child's class teacher regarding your concern or question. The class teacher is the best person to speak to first as they know your child so well. They will always endeavour to come back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 2 – Phase Leaders: Mr Lander (Year 3 & Year 4) or Mr Wibberley (Year 5 and Year 6)

Yourself or the class teacher may decide to move to stage 2. The Phase Leaders are all on the Leadership Team. An appointment or phone call will be arranged either via the school office or through direct contact with the Phase Leader themselves. Please note that our Phase Leaders are also full-time class teachers, but they will endeavour to get back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 3 – Assistant Head of School: Mrs Smith (Inclusion Lead)

If you have spoken to the Phase Leader but would like further support from school, you will be directed to speak to the Assistant Head of School. Alternatively, if your concern is regarding SEND or Inclusion then you may contact the Assistant Head of School directly. An appointment or phone call will be arranged either via the school office or through direct contact with the Assistant Head of School. There may be several meetings or conversations that take place at this stage.



Stage 4 – Head of School: Mrs Weaver

If you have spoken to the Assistant Head of School and your concern or question continues then you will be directed to speak to the Head of School. Please request an appointment with the Head of School by contacting the school office. There may be several meetings or conversations that take place at this stage.

