



Tuesday 14th April 2026

Dear Parents and Carers,

Welcome to Summer Term 1 at Newhall Junior School. We hope that the children are feeling refreshed after the Easter break. We have been so impressed with their hard work and dedication so far throughout this year and we look forward to continuing to work hard in preparation for the SATs assessments in May.

SATs

Year 6 will be sitting their SATs examinations throughout the **week commencing Monday 11th May 2026** (see timetable below). It is very important that the children are in school on time every day.

Monday 11 th May	Tuesday 12 th May	Wednesday 13 th May	Thursday 14 th May
Grammar Test (45 mins) Spelling (20 mins)	Reading Test (1 hour)	Arithmetic Test (30 mins)	Maths Reasoning 2 (40 minutes)
		Maths Reasoning 1 (40 minutes)	

If for any reason your child is unwell or unable to attend school during SATs week, please contact the office immediately.

Look out for more information coming soon about our FREE SATs Breakfast Club and how to best support your child during SATs Week.

Curriculum

This half term, we will be studying Our World in the Future (Geography), Classifying Living Things (Science) and contemplating 'How is the Qu'ran vital to Muslims today?' (RE). The children will be focusing on 3D Modelling in Computing, whilst we will be considering 'Relationships' in PSHE. In Art, we will be focusing on 'Making Memories' through sculpture and 3D modelling. In Maths lessons, we will be working on position and direction and properties of shape. We will be writing a narrative retell linked to Alma and we will be writing an autobiography. In Reading lessons, we will be continuing to study both fiction and non-fiction texts. We will continue with the Mini Police programme on Monday afternoons, learning about a range of issues in our community and further afield.

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



**NEWHALL
JUNIOR SCHOOL**
Lionheart Educational Trust

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Executive Principal Robert Prior
Head of School Clare Weaver

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





Year 6 Unit Five 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 learning about position and direction and properties of shapes. We will spend the remaining weeks revising in preparation for our SATs.

Vocabulary: integer, addend, subtrahend, minuend, divisor, coordinate, quadrant, translation, vertex, vertices, mirror line, reflection, angle, obtuse, acute, reflex, parallel, perpendicular, polygon, edge, face.

Science

Classifying Living Things

In this unit, we will learn how to classify living things using the major classification kingdoms defined by Carl Linnaeus. We will identify and describe the observable characteristics of a range of classification groups including micro-organisms, plants and animals. We will compare the similarities and differences between different species.

Vocabulary: variation, organisms, classification, characteristics, flowering, non-flowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate.

RE

How is the Quran vital to Muslims today?

During this unit, we will explore some actions a Muslim might take to show respect to the Quran, consider how written guidance might impact on our behaviour and explain why some events were important during the Night of Power.

Vocabulary: guidance, free will, consequences, Qur'an, Jibrail, Muhammad, Night of Power, Allah, **Kursi**, Ayat, special, respect.

PE

Hockey and Athletics

In Hockey, we will develop our understanding of the attacking and defending principles of invasion games. In Athletics, we will develop our running, jumping and throwing skills.

Vocabulary: dribble, pass, tackle, run, shoot, discuss, pace, grip.

Writing

We will be learning to structure and write a narrative retell and an autobiography. Our writing will be based around a video stimulus, Alma. 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.

Geography

Our World in the Future

We will consider the past, present and future of our local area, examining maps to see the changes to land and industry. We will determine whether the changes over time have been positive or negative and we will think optimistically about the changes that lie ahead.

Vocabulary: economic issues, environmental issues, landmark, social issues, sustainability.

PSHE

Relationships

We will be learning about mental health and will explore how we can take care of our own mental health. We will also explore the concepts of love, loss, power, control, grief and technology.

Vocabulary: mental health, stigma, stress, anxiety, support, worried, signs, emotions, denial, despair, guilt, anger, acceptance, authority, bullying, assertive, risks, pressure, real, fake, communication, cyberbullying, abuse, safety.

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.

Art & DT

Sculpture and 3D - Making Memories

We will learn to create expressive sculptures and reflect on artistic decisions. We will learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.

Vocabulary: assemblage, composition, identity, manipulate, attribute, originality, symbolic, expression, literal, representation, sculpture, tradition, embedded.

French

Salut! - Eating Out

We will learn key French vocabulary and phrases related to eating out, including foods, drinks, ordering politely and expressing likes and dislikes. We will take part in speaking, listening and role-play activities to build confidence using French in real-life café and restaurant situations.

Computing

Creating Media - 3D Modelling

We will learn how to create, manipulate and combine 3D shapes using digital modelling software to design simple three-dimensional objects. We will develop skills in planning, editing and evaluating our models, understanding how 3D design is used in real-world contexts.

Vocabulary: 3d, model, shape, rotate, resize, duplicate, design, render.



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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.

