



Monday 23rd February 2026

Dear Parents and Carers,

Welcome back after the half-term break as we begin Spring Term 2 in Year 6. We hope you enjoyed a restful and enjoyable holiday together. The children showed incredible focus and determination throughout the Autumn Term and Spring Term 1, and we are very proud of all they have achieved so far. We look forward to continuing to work with them and building on their exceptional progress in Year 6.

Curriculum

This half term, we will be studying The Impact of War (History), Changing Circuits (Science) and contemplating 'How do events of Easter and Pentecost impact of Christians today?' (RE). The children will be focusing on Data and Information in Computing, in learning how to use Spreadsheets, whilst we will be considering 'Healthy Me' in PSHE. In DT, we will be focusing on the Digital World through Tinkercad. In Maths lessons, we will be working on decimals and percentages (FDP), area, perimeter and volume, statistics and shape. We will be writing a speech, character description, setting description and explanation text linked to Macbeth by William Shakespeare and World War Two. 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 Four Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Four 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



Year 6 Unit Four 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 area, perimeter and volume, statistics and shape.

Vocabulary: integer, addend, subtrahend, minuend, divisor, data, survey, timetable, scale, label, mean average, line graph, pie chart, axis, interpret, dual bar chart, continuous data, cube, cuboid, length, width, height, rectilinear, perpendicular, parallel, angle, vertex, circumference, radius, diameter.



Writing

We will be learning to structure and write a speech, character description, setting description and explanation text. Our writing will be based around Macbeth by William Shakespeare and World War Two. 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

Changing Circuits

In this unit, we will recognise and use accepted scientific symbols in circuit diagrams. We will learn that altering the brightness of bulbs and the volume of a buzzer can be achieved in different ways, including changing the number of components, battery voltage, or the properties of the wires in the circuits.

Vocabulary: electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, motor, buzzer, switch, conductor, electrical insulator, conductor, voltage, circuit.

History

The Impact of War

We will consider whether World War One or World War Two had a bigger impact on our locality. The focus of the sessions is on the Home Front and how the wars impacted on the South Derbyshire community.

Vocabulary: sources, evidence, reliability, bias, utility, memorial, casualty, allies, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, rationing, imports, propaganda, home guard, Zeppelins, Luftwaffe.

Art & DT

Digital World - Navigating the World

We will use key information from a client's design request in our design brief. We will write a program that displays an arrow to indicate cardinal compass directions and use Tinkercad software to design our product.

Vocabulary: application (apps), biodegradable, cardinal compass, design brief, design criteria, equipment, function, GPS tracker, lightweight, navigation, pedometer, product lifecycle, program, recyclable, smartphone, sustainable design.

RE

How do the events of Easter and Pentecost impact on Christians today?

During the unit, we will understand the Easter story and consider the impact of an event which followed. We will explain what happened at Pentecost and consider the impact on the disciples.

Vocabulary: crucifixion, resurrection, fear, anointed, apostle, baptised, confirmation, rite of passage, Holy Spirit, Pentecost, disciples, commandments, legacy.

PSHE

Healthy Me

We will be learning about living a healthy lifestyle. We will explore the impact of drugs on the body. We will understand what it means to be emotionally well and recognise stress and the triggers that cause this.

Vocabulary: responsibility, choice, drugs, effects, motivation, prescribed, restricted, unrestricted, illegal, substances, exploited, vulnerable, criminal, gangs, mental health, emotional health, stress, triggers, strategies, pressure.

Music

Classroom Jazz - Bacharach Anorak and Meet the Blues

We will be learning to perform jazz, focusing on two tunes and improvising: Bacharach Anorak and Meet the Blues. We will be performing using glockenspiel.

Vocabulary: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, jazz, classical, modern.

PE

Tennis and Cricket

We will learn how to play tennis by practising skills like hitting, serving, and rallying. In cricket, we will learn how to play the game by practising skills like accurate throwing and catching, bowling with control, batting safely and effectively, and working as a team in small-sided matches.

Vocabulary: serve, rally, forehand, backhand, bowling, batting, fielding.

Computing

Data and Information - Spreadsheets

We will learn how to collect, organise, and present data using spreadsheets. We will enter information into cells, use formulas to calculate totals, and create charts to help us understand the data. We will also learn how to format our spreadsheet to make it clear, accurate, and easy to read.

Vocabulary: spreadsheet, data, cell, row, column, formula, calculate, chart, graph, format.



NEWHALL JUNIOR SCHOOL

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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.

