



Monday 10th November 2025

Dear Parents and Carers,

Welcome to the Autumn term 2 at Newhall Junior School. We must commend the children for how well they have settled into the challenges of Year 6, and we look forward to settling into our temporary new building over the next few months.

Curriculum

This term we will be learning about The Mayan Civilisation in History; Light and Sight in Science; Webpage Creation in Computing; Textiles in DT; Celebrating Difference in PHSE and How significant was it that Mary was Jesus' mother? in RE. In our PE sessions, the pupils will be participating in weekly Dance and Basketball lessons. During Maths, we will be covering Fractions and Converting Units. In Writing, we will be learning to structure and write a narrative retell, diary entry and persuasive letter based around The Northern Lights by Phillip Pullman and A Christmas Carol by Charles Dickens. We will also develop our reading skills across different text types, including fiction, non-fiction and poetry.

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



Maths

We will be learning and consolidating our place value knowledge. We will learn to become fluent and efficient in all four operations, including mental methods and formal written methods. We will also be learning about fractions and how to convert metric measures and imperial units.

Vocabulary: rounding, accuracy, ascending, descending, negative, integer, addend, subtrahend, minuend, divisor, factors, multiples, prime numbers, composite numbers, remainders, linear, imperial, metric.

Science

Light and Sight

We will be learning about how light travels and that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes. We will learn that shiny or reflective surfaces alter the direction in which light travels. We will also investigate and explain the shapes of shadows and relate this to light travelling in straight lines.

Vocabulary: Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent, reflect, refraction.

RE

How significant is it that Mary was Jesus' mother?

We will be learning to explain the qualities needed in different people because of the important jobs they are chosen to do. We will also discuss what the Bible says about why Mary was chosen to be Jesus' mother. We will then explore the Christian concept of the incarnation.

Vocabulary: Christian, Holy Spirit, Bible, Scholar, Annunciation, Son of God, betrayed, Jesus, incarnation.

PE

Basketball & Dance

In basketball, we will be learning to develop our understanding of attacking and defending. We will also develop tactics to outwit the opposition. In Dance, we will be learning to sequence actions, use variations in level and direction and how to combine and link actions.

Vocabulary: dribble, shoot, communication, reflection, roll, balance, safety.

Writing

We will be learning to structure and write a narrative retell, diary entry and persuasive letter. Our writing will be based around Northern Lights by Philip Pullman and A Christmas Carol by Charles Dickens. 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.

History

The Ancient Maya - Why should we remember the Maya?

We will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture.

We will be learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. We will also study the possible reasons why the Maya city states declined after 900 AD.

Vocabulary: civilisation, pyramid, temple, archaeology, city state, sacrifice, Meso-America, nobles, sacrifice, bloodletting, astronomy, calendar, trade, pagan, scribe, significance.

PSHE

Celebrating Difference

We will be learning about what makes a person unique and how being different can empower people.

Vocabulary: ability, disability, empathy, perception, belonging, power, struggle, experience, community, respect, Equality Act, celebration, difference, conflict, achievement, admiration.

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

Textiles: Waistcoats

We will be learning to consider a range of factors in our design criteria and use this to create a waistcoat design. We will use a template to mark and cut out a design and then use a running stitch to join fabric to make a functional waistcoat. We will attach a secure fastening, as well as decorative objects before evaluating our final product.

Vocabulary: annotate, decorate, design criteria, fabric, target customer, waistcoat, waterproof.

Music

Pharrell Williams - Happy

We will be learning to perform Happy by Pharrell Williams, focusing on the vocals and performing the instrumental parts using glockenspiels.

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo.

Computing

Webpage Creation

We will be learning to create a webpage linked to the Amazon. During the unit, we will learn how to add and edit themes, images and links and how to understand webpage navigation to ensure it is user friendly.

Vocabulary: webpage, style, theme, pages, embed, caption, navigation, layout, structure, review.



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.

