



Tuesday 6th January 2026

Dear Parents and Carers,

Happy New Year and welcome to Spring Term 1 in Year 6. We hope that you have had a wonderful Christmas break and that you enjoyed a peaceful holiday together. The children showed incredible focus and determination in Autumn Term, and we are very proud of their achievements so far. We look forward to working with the children to build on their exceptional start to Year 6.

### **Curriculum**

This half term, we will be studying Global Warming and Climate Change (Geography), 'Our Bodies' (Science) and contemplating 'Is Anything Ever Eternal?' (RE). The children will be focusing on programming in Computing, in learning how to use Scratch, whilst we will be considering our 'Dreams and Goals' in PSHE. In Art, we will be focusing on our drawing and sketching skills. In Maths lessons, we will be working on algebra, decimals and percentages (FDP). We will be writing an informal letter, non-chronological report and innovative narrative linked to Holes by Louis Sachar. 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 Three Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit Three 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.



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## 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 Three 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 ratio, algebra, decimals and percentages.

**Vocabulary:** integer, added, subtracted, minuend, divisor, variable, expression, formula, substitution, ratio, proportion, scale factor, enlargement, equivalent, exchange, rounding, tenth, hundredth, thousandth, convert, compare, order, whole, part whole.

### Science

#### Our Bodies

In this unit, we will recognise the impact of diet, exercise and lifestyle choices on the way our bodies function. We will investigate the functions of the heart and circulatory system and will describe how nutrients and water are transported in human and animal bodies. We will also investigate how exercise and heart rate are related.

**Vocabulary:** oxygenated, deoxygenated, valve, exercise, respiration, circulatory system, heart, lungs, blood vessels, blood, artery, vein, capillary, digestive, nutrients.

### RE

#### Is anything ever eternal?

During the unit, we will understand eternity and the Christian belief that God's love for humankind is eternal in that God will never stop loving humanity. We will discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life.

**Vocabulary:** eternal, eternity, agape, conditional, unconditional, promise, binding, covenant, law, oath.

### Writing

We will be learning to structure and write an informal letter, non-chronological report and innovative narrative. Our writing will be based around Holes by Louis Sachar. 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.

### Geography

#### Global Warming and Climate Change

We will consider if we are damaging our world and how we can protect it. We will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.

**Vocabulary:** sustainability, habitat destruction, endangered, extinction, conservation, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels, recycle, waste, recycle.

### PSHE

#### Dream and Goals

We will be learning about setting personal learning goals and looking at the steps to success in order to achieve them. We will also identify problems in the world that concern us and work together to help make the world a better place.

**Vocabulary:** dream, goal, achievement, realistic, unrealistic, hope, success, criteria, sponsorship, leadership skills, admire, praise, compliment, contribution, recognition.

### 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

#### Drawing - Making my Voice Heard

We will develop our skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating expressive drawings. We will form our own opinions about art, understand the impact of techniques, and convey messages through our artwork.

**Vocabulary:** aesthetic, expressive, guerilla, impact, mark making, chiaroscuro, composition, graffiti, imagery, street art, tone, symbol.

### French

#### Salut! - On Holiday

We will be learning key words and phrases associated with going on holiday. We will think about where we are staying/going and words and phrases associated with the beach, a theme park and the zoo. We will explore these new words and phrases through games, activities and oral practise.

### Computing

#### Programming - Variables in Games

We will use Scratch to program a sprite to move and create a backdrop. We will then use this programming to create a maze game for our sprite. The game will consist of several levels.

**Vocabulary:** sprite, moze, create, backdrop, level, click, combine, programming, code, instructions, debug.

### PE

#### Gymnastics and Tag Rugby

In Gymnastics, we will be learning to use variations in level and direction, how to combine and link actions and how to relate to apparatus. In Tag Rugby, pupils will focus on maintaining possession and moving the ball towards the try line to score.

**Vocabulary:** roll, balance, safety, tactics, communication, direction, speed.



# NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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Head of School Clare Weaver



## 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.

