



Tuesday 9th September 2025

Dear Parents and Carers,

Welcome to Autumn Term 1 in Year 6 at Newhall Junior School. We are excited to be welcoming back the children and are looking forward to hearing about their summer break.

Curriculum

This term we will be learning about South America – The Amazon in Geography; Evolution and Inheritance in Science; Communication and Collaboration in Computing; Photo Opportunity in Art; Being Me in My World in PHSE and What is the best way for a Muslim to show commitment to God? in RE. In our PE sessions, the pupils will be participating in weekly Golf and Dodgeball lessons. During Maths, we will be covering Place Value and Addition, Subtraction, Multiplication and Division. In Writing, we will recap and review our GPS knowledge linked to The Wanderer by Peter Van Den Ende. We will also be learning to structure and write a character description, news article and informal letter based around The Island by Armin Greder. 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 One Curriculum Overview on the school website, under the 'Curriculum' tab. The Unit One 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 One – Curriculum Overview



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.



Writing

We will recap and review our GPS knowledge linked to The Wanderer by Peter Van Den Ende. We will also be learning to structure and write a character description, news article and informal letter. Our writing will be based around The Island by Armin Greder. 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, parenthesis, relative clause, dialogue, cohesion, prepositional phrase.

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

How do living things evolve?

We will be learning how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We will learn how animals and plants are adapted to suit their environment and that living things produce offspring of the same kind, but that normally such offspring vary and are not identical to their parents.

Vocabulary: Fossils, adaptation, evolution, characteristics, reproduction, genetics, variation, inherited, environmental, mutation, competition, survival of the fittest.

Geography

South America – What is life like in the Amazon?

We will be learning about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. We will understand geographical similarities and differences through the study of human and physical geography of a region within South America

Vocabulary: basin, endangered, tributary, weather, climate, indigenous, nomadic Rio Hamza, deforestation.

Art & DT

Photo Opportunity

We will be learning creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing our skills in composition and editing.

Vocabulary: composition, Dada, digital, editing, emulate, macro, monochrome, photomontage, photorealism, photorealistic, proportion, replacement, saturation.

RE

What is the best way for a Muslim to show commitment to God?

We will be learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

Vocabulary: commitment, belonging, Allah, Ramadan, Qur'an, Zakat, charity, Sawm, dedication.

PSHE

Being Me in my World.

We will be learning what makes a good citizen and understanding how our actions affect other people locally and globally.

Vocabulary: goals, worries, fears, rights, community, empathy, choices, responsibilities, consequences, learning charter, legal, illegal, laws, democracy.

French

Pronunciation & Core Vocabulary

We will be looking at the 26 different phonemes that are used in spoken French but are not used in English. By focusing on these sounds, we will be able to improve the quality of our pronunciation, and we will also become more confident in reading unknown words. We will also be learning key

vocabulary, including colours, conversational language, feelings and ages. We will also be recapping numbers up to 20 and days of the week, as well as months of the year.

PE

Golf & Dodgeball

In golf, we will be learning to develop our accuracy of aiming at a target and we will do this using a club. We will develop our understanding of techniques to use over long and short distances. In Dodgeball, we will be learning to improve on key skills, such as throwing, dodging and catching.

Vocabulary: balance, co-ordination, striking, dodge, catch, throw, block, tactics, communication.

Computing

Communication & Collaboration

We will be learning how data is transferred across the internet and how we can work together using online tools. Children will explore digital collaboration while developing an understanding of how information moves safely and efficiently online.

Vocabulary: data, internet, transfer, collaboration, online, communication, safety, networks.



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.

