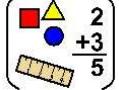




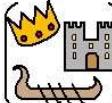
## North Town Primary School

A guide to the curriculum for Parents and Carers of children in Year 6  
Spring Term 2026

 <b>Frozen Kingdoms</b>	<p>Next half term, our project will be <b>Frozen Kingdoms</b>. In the Frozen Kingdoms project, the children will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources. The children will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth. Additionally, they will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels. They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica. Lastly, they will also explore classification, animal adaptations, evolution and polar exploration/discovery.</p>
 <b>English</b>	<p><b>Writing</b> In the first few weeks of Spring 1, the children will explore a recount based on Neil Gaiman's <i>Hansel and Gretel</i>. During this unit, we will revisit and consolidate our understanding of the PVPG approach, while also introducing new, age-appropriate concepts. Children will be supported and challenged to apply these accurately, helping to build confidence and precision in their writing.</p> <p>Following this, we will use a range of high-quality texts as stimuli for different writing outcomes. This will give children regular opportunities to apply their SPaG knowledge in context, supporting them to write with increasing accuracy, independence and confidence across a range of genres.</p> <p><b>Reading</b> As well as having opportunities to read in class and visit our school library, we hope you will join us in helping further their love and passion for reading by ensuring they read regularly at home. Reading can be done independently or aloud, with questions being asked to check understanding, learn vocabulary and expand comprehension skills. Research shows that children who read daily outside of school perform significantly better in writing. A study by the National Literacy Trust found that young people who enjoy reading are <i>five times more likely</i> to write above the expected standard for their age compared to those who don't enjoy reading. Reading exposes children to a wide range of vocabulary, sentence structures, and ideas, which directly enhances their writing skills.</p> <p>Furthermore, reading daily helps children develop reading stamina. This skill is essential for tackling longer and more complex texts, boosting comprehension, and improving overall literacy skills, which is essential to achieve the expected standard in the year 6 SATs papers.</p> <p>To monitor the children's reading, we will be using our 'Accelerated Reader' scheme and will be checking the system daily to assess the amount of time children are spending reading, as well as the quality of what they are reading. The children should be aiming to quiz on a book once a month.</p> <p><b>Library</b> The children will have access to the library throughout the school day, including at lunch where they will have time to read, change their Accelerated Reader book and explore new releases/ book recommendations.</p>

	<p><b>Spelling</b></p> <p>In class, we will be using the Grammarsaurus spelling scheme to teach spelling. This scheme helps children to understand spelling in more depth by focusing on morphology (how words are built from smaller parts, such as prefixes and suffixes), etymology (where words come from and how their history influences spelling), and orthography (the rules and patterns of how words are written). This approach supports children in developing strategies to work out and remember spellings, rather than simply memorising lists. Alongside this, weekly spelling homework will be set using Spelling Shed. Please note that these homework activities are not directly linked to the Grammarsaurus lessons taught in class; instead, they focus on practising common exception words (those tricky words that don't always follow usual spelling rules), helping children to secure these essential spellings.</p>
 Mathematics	<p>In our mathematics lessons, we will be starting off the term by exploring ratio. The children will be introduced to the idea of scale factors and proportion before exploring the ratio symbol. They will put their new learning to the test by applying their knowledge to recipe problems. Next, the children will be introduced to the concept of basic algebra. The idea of using letters as a form of representation will be the basis for this unit before moving on to solving basic equations. Additionally, later on in the term, the children will refresh their knowledge on fractions, decimals and percentages before finishing the term off by exploring statistics and shape.</p>
 Science	<p>Science will be taught this term through project linked lessons alongside stand alone science units. There will be a number of science lessons exploring animal adaptations and classification that will link to our main project (Frozen Kingdoms) and the rest of our science lessons will focus on the work and discoveries of Charles Darwin. The children will trace Darwin's route across the vast ocean, stopping at the enchanting Galápagos Islands to explore the incredible species that inspired his groundbreaking theory of evolution by natural selection. From learning fascinating facts about creatures like the lava lizard and the blue-footed booby to uncovering how animals adapt to their environments over time, the children will gain insights into the wonders of the natural world. They'll also meet some of history's greatest explorers and naturalists while imagining how humans might evolve millions of years from now.</p> <p>Our second science unit will be all about light theory. This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They will explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.</p>
 Art	<p>We will be completing two art companion projects this term called 'Inuit art' and 'Environmental artists'.</p> <p>The Inuit project teaches children about the Inuit way of life, including some of their cultural and artistic traditions. Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter. The children will then have the opportunity to create a piece of art in a similar style.</p> <p>The second project, Environmental Artists, teaches children about the genre of environmental art. They will study how artists create artwork that addresses social and political issues related to the natural and urban environment and work collaboratively to create artwork with an environmental message.</p>
 DT	<p>Our DT project this half term is all about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They will complete a bridge-building engineering challenge to create a bridge prototype.</p>

 Music	<p>Music will be taught by Mrs Collins this year, during teacher's Planning, Preparation and Assessment time.</p> <p>During Spring 1, all the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit will give the children the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p> <p>In Spring 2, learning will be focused around 'You've Got A Friend' by Carole King. The children will listen and appraise a range of similar songs as well as practising finding the pulse of music through a range of warm up games. Furthermore, the children will also learn to play the song using the glockenspiels.</p>
 Computing	<p>In the next unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a bridge in relation to their DT unit.</p> <p>After that, the children will explore the concept of variables in programming through games in Scratch. First, learners will find out what variables are and relate them to real-world examples of values that can be set and changed. Then they will use variables to create a simulation of a scoreboard. Next, the children will follow the Use-Modify-Create model to experiment with variables in an existing project and finally, they will apply their knowledge of variables and design to improve their games in Scratch.</p> <p>Online Safety units:</p> <p><b>Online Reputation</b>        As part of their online safety education, the children will be exploring their online reputation and how others may use online information to make judgements. This learning will offer the children opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p> <p><b>Online Bullying</b>        The children will also be exploring online bullying and other online aggression and how technology impacts those issues. The children will learn about strategies for effective reporting and intervention and consider how bullying and other aggressive behaviour relates to legislation.</p> <p><b>Managing Online Information</b>        Lastly, we will (also) explore how online information is found, viewed and interpreted. We will learn about strategies for effective searching, critical evaluation and ethical publishing.</p>
 Spanish	<p>During Spring 1, the children will learn about nationalities and personalities in Spanish. They will learn to name nationalities and understand how these change according to gender, as well as recognise and identify nationalities when spoken and written. Children will explore different countries by matching nationalities to flags, labelling images and taking part in interactive activities. Through games and paired work, they will practise asking and answering questions about nationality, saying their own nationality, discussing the language or languages they speak, and asking others if they speak a particular language.</p> <p>In Spring 2, the focus will shift to places in town and giving directions. Children will learn to name and recognise places in a city, pronounce new vocabulary accurately, and use the correct gender and articles (el, la, un, una) when describing locations. They will develop their listening and speaking skills by understanding and responding to questions such as "<i>¿Dónde está...?</i>" and "<i>¿Qué hay en tu ciudad?</i>". Children will describe what is in their town or city, explain where places are, ask for and give directions, and practise this language through cooperative games and speaking activities.</p>

 Physical Education	<p>During the spring term, we will be looking at more traditional gymnastics, trying to gain a deeper understanding of gymnastics shapes, and linking movements together fluently to perform a series of small sequences. We will also look to work efficiently with a range of partners during the activities.</p> <p>With class teachers, the children will be practising dance, ahead of their production.</p>
 History	<p>In History, the children will be learning about significant figures in the history of polar exploration. They will also be learning about life in the early 1910s, when the Titanic embarked on its maiden voyage.</p>
 Geography	<p>In our Geography unit, the children will use Google Earth including the Street View tool, to locate and explore the polar regions. They will use their knowledge of the Arctic and Antarctic to create a virtual polar expedition and use the internet, globes, atlases and topic books to explore the regions further to make informed observations about the similarities and differences between the two locations. We will also look at how climate change is affecting these locations and the animals that live there.</p>
 PSHE&C	<p>In PSHE this term our focus will be based around establishing a 'Healthy Me' as well as looking at our 'Dreams and Goals'. We will cover areas such as 'Personal Learning Goals', 'Steps to success', 'My Dream for the World', 'Helping to make a Difference' and 'Recognising our achievements'. We aim to develop and build upon previous units of work, where children continue to focus on keeping themselves healthy, both physically and mentally. Children's learning will also remain focused around what it means for us to have the mindset of 'Healthy body, Healthy mind'.</p>
 RE	<p>In Year 6 we will consider where we belong and how that influences our lives. We will also think about how the way in which people live their lives may be affected by belonging to a faith community – focusing on Islamic values and teachings.</p>
 Homework	<p><b>SATs Companion:</b> To help prepare the children for their SATs in May, they will be receiving logins to a learning support tool called SATs Companion. They will use this in school and will also be able to use it at home as a support and homework. They will be set weekly homework that will include reading comprehension, maths and SPaG.</p> <p><b>Spelling Shed:</b> The children will be set assignments each week on Spelling Shed, they will focus on practising common exception words (those tricky words that don't always follow usual spelling rules), helping children to secure these essential spellings. They will have to play 5 online games as part of their spelling homework. This will be checked weekly to ensure each child is completing their assignments.</p> <p><b>Reading and times tables:</b> The children are expected to read regularly, practise their times tables. On occasion, the children may receive additional homework to consolidate the work completed in lessons.</p>
Other information	<p><b>Key Dates:</b></p> <ul style="list-style-type: none"> <li>Monday 5<sup>th</sup> January – First day of Spring 1</li> <li>Wednesday 7<sup>th</sup> January – Magistrates Court workshop</li> <li>Friday 9<sup>th</sup> January – Mufti Day</li> <li>Thursday 5<sup>th</sup> February – Look Who's Talking final</li> <li>Friday 6<sup>th</sup> February – Mufti Day – NSPCC Number Day</li> <li>Monday 9<sup>th</sup> – Thursday 12<sup>th</sup> – MOCK SATs week</li> <li>Friday 13<sup>th</sup> February – Last day of Spring 1</li> <li>Saturday 14<sup>th</sup> February – Sunday 22<sup>nd</sup> February – Half Term</li> <li>Monday 23<sup>rd</sup> February – First day of Spring 2</li> <li>Tuesday 24<sup>th</sup> February – Parents' Evening</li> <li>Monday 2<sup>nd</sup> March – Year 6 SEND Parents' meetings</li> <li>Thursday 5<sup>th</sup> March – Parents' Evening</li> <li>Thursday 5<sup>th</sup> March – World Book Day Celebrations</li> </ul>

	<p>Friday 13<sup>th</sup> March - Disco Thursday 2<sup>nd</sup> April – INSET day – school closed Friday 3<sup>rd</sup> April – Sunday 19<sup>th</sup> April – Easter Holidays</p>
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We look forward to the continuing of a productive partnership with you and thank you for your support. If you have any questions please let us know by contacting the school office.

Many thanks  
The Year 6 Team.