



# Year 6 Curriculum Letter Spring term (2<sup>nd</sup>) 2025



Dear Parents/Carers,

Welcome back after the February half term. I'm sure the children feel recharged and eager to go for the final half of the spring term.

## **Religious Education (Come and See)**

### **Unity (Eucharist)**

For Christians, communion has a significant meaning. To receive communion means being in union with Jesus Christ and with one another. It means breaking and sharing the consecrated Bread, which Catholics believe, is the Body of Christ. To celebrate Eucharist means community. It challenges believers to ask, 'Can I share this Eucharist if I do nothing to help my brother or sister who is hungry?' 'Can I partake of this communion if I refuse to forgive a wrong?'

### **Death and New Life (Lent/Easter)**

For Christians, it is through the Life, Death and Resurrection of Jesus that new life begins. He reveals the way to eternal life for us and so a new life begins here and now, a life that will culminate in future glory. The Lenten journey is one that takes us to the glory of Easter Sunday, from death to new life.

## **PSHE**

The Working World - module supports children's understanding of the world around them, and introduces them to why and how we pay taxes and how these contribute to the services that look after them. Students will gain an understanding of how they can contribute to their families and communities now and in the future. The children will also recognise some of the ways money can be spent via technology. They will be learning to understand the impact of spending money without permission.

First Aid Module 2 - Throughout this topic, students will explore many areas including breathing difficulties, basic life support, severe bleeding, and head injuries, and will gain an understanding of how they can support a casualty in a first aid emergency situation, including calling for appropriate help.

This module also supports the delivery of the new statutory changes to Health Education.

## **English**

### **Narrative: Detective Crime Fiction-**

We will be writing our own detective story to entertain and intrigue children in another class.

### **Non Fiction: Explanation texts –**

We will revisit the structure of explanation texts and write our own linked to work in other subject areas.

**Ongoing English:** *There will continue to be a grammar focus each week and guided reading, spellings and handwriting will continue to be taught discreetly.*

## **Mathematics**

In mathematics this half term we will be covering the following topics:

- Times tables – ongoing
- Mental arithmetic and written calculations will be revised daily
- Week 1: Fractions decimals and percentages

- Week 2: Area, perimeter and volume
- Week 3: Statistics
- Weeks 4 and 5: Geometry

(Please note that the weekly overviews are just a guide and pending daily assessment of the children's progress, we may need longer on some areas than stated.)

## **Science**

### **Science Week Activities**

The week beginning the 10<sup>th</sup> March is British Science Week. At St. Mary's we are celebrating this by blocking our science lessons for this half term into a series of lessons covered over the week. Year 6's theme is Technology Through Time. In this work we will:

- look for patterns to order developments in technology,
- create a communications device using a circuit,
- create and adjust a circuit to create a desired effect,
- create a working vacuum cleaner,
- think ahead how technology will change the future.

## **ICT**

### **Computing: Computing systems and networks Exploring AI**

In this unit the children will explore what AI is and how it generates text, images and code, as well as learning about creating and refining prompts to improve AI responses. We will also consider the ethical implications of AI and its potential to replace human roles.

## **History**

### **Viking and Anglo-Saxon struggle for the Kingdom of England**

This unit is structured around six key questions:

1. What image do we have of the Vikings?
2. Why have the Vikings gained such a bad reputation?
3. How did the Vikings try to take over the country and how close did they get?
4. How have recent excavations changed our view of the Vikings?
5. What can we learn about Viking settlement from a study of place name endings?
6. Raiders or settlers: how should we remember the Vikings?

## **DT**

### **Digital world: Navigating the world**

This unit is introduced through a request from a client who owns an outdoor activity shop. The children are tasked to design and make a product that includes a pedometer and compass. The children will write a design brief based on a client's request. They will write a program that will indicate compass bearings and design a product using Computer Assisted Design (CAD) software. They will then pitch their product to the client.

## **PE**

Chorley School Sports Partnership will continue to provide activities to keep your children active.

## **French**

The children will continue developing their vocabulary and confidence in speaking French through songs, games and varied speaking activities.

Best Wishes, Mr Cahalin.