



# Curriculum Newsletter

## Year 6 Term 2 2025/26

Hello everyone! We would like to say well done to all of our children for making such a fantastic start to the new school year. They have settled back into school life brilliantly and have made excellent progress in their learning – we couldn't be more proud of them! This newsletter will give you a brief overview of what your child will be covering up until the Christmas break. If you have any questions please speak with any member of the Senior Leadership Team or see your child's teacher at the end of the school day. Alternatively, you can email the class teacher using the class email address – [southamericaclass@sgmail.org.uk](mailto:southamericaclass@sgmail.org.uk)

A few reminders before we kick off the new term.

- We ask that children come to school in their full school uniform. Please refer to our school website for further information on this - <https://www.themanorcofeprimary.org.uk/school-uniform>
- We would also like to remind our families that we are a nut-free school. Some of our children suffer with various allergies and so in order to keep everyone safe, we ask that you do not include food items containing nuts in your child's lunch box or as a break time snack.
- We would also like to reiterate that we encourage our KS2 children to bring in a **healthy snack** from home to have at break time. **This may include a piece of fruit or a cereal bar.** Other snacks (such as crisps, biscuits and chocolate) are only to be eaten at lunch time if they are brought in at all. Thank you.

### English

In English this term, we will be revising some key grammar and punctuation skills which we have learnt both last term and within previous years. We will then be writing our own setting descriptions, focusing on how to create an eerie atmosphere by using different literary devices. Our focus grammar and punctuation skills will be semi colons, colons, apostrophes and the active and passive voice.



### Maths

In Maths this term, we will be learning about ratios. To begin with, we will be learning about the relationship between multiplication, ratios and fractions before applying our learning to real-life contexts, such as within recipes.

If you would like any information on how we teach these methods in class or guidance on how to support at home,

## Reading

At the end of this newsletter, we have attached some question prompts you might want to use when you read with your child. If you have any questions about how to support your child at home please speak with your class teacher at the end of a school day.



please do not hesitate to speak to your class teacher.

## Topic Subjects

Our Foundation Subject Topic this term is, 'Feel the Force!'.

It is an exciting topic where we will be putting our scientific skills to the test. We will be learning about some different forces and the roles of water resistance, air resistance, levers and pulleys in how objects behave. We will be asking scientific questions, making predictions and carrying out investigations to learn more about forces and the impact that they have on objects.

Towards the end of the term, we will use our design and technology skills to explore our scientific knowledge even further. We will look at existing designs for fairground rides within children's toys and consider the forces involved in the working of these. This will then lead into us designing and making our own model, putting them to the test and evaluating their effectiveness.

Please find below some of the key facts that your child will learn. We will use these facts in our quick recall quizzes and we will be referring back to them over the term. Ask your child about these questions at home to help them remember the knowledge!

- Objects fall to the Earth because of gravity acting between Earth and the object.
- Air resistance, water resistance and friction all act on objects impacting their movement.
- Some mechanisms (including levers, pulleys and gears) can allow a smaller force to have a greater effect on an object.
- Forces make things move, get faster or slow down

Please find below some of the key facts that your child will learn. We will use these facts in our quick recall quizzes and we will be referring back to them over the term. Ask your child about these questions at home to help them remember the knowledge!



Your child will be taking part in P.E on **Monday and Wednesday**. We ask that children come to school dressed in their P.E kits on the days that they have P.E. We would like to remind our families that this involves wearing a gold P.E top and black shorts or black jogging bottoms and white/black trainers/daps. Usual school sweatshirt/ cardigan can be worn with this – no other sweatshirts to be worn please.



### Home learning Expectations

**Home Reading** – We kindly ask that your child reads at least 5 times a week at home. Please prioritise this as this is proven to be the most impactful for children and their learning in school.

**Maths** –Times Table Rock Stars practise (Years 2 to 6) – a total of at least 20 minutes on 'Garage mode'.

**Spellings** – Please practise the weekly spellings at home to support the learning in school (Years 1-6) - around 15 minutes in total.

Please ensure you record evidence of your home learning in your home learning books so that you receive your 'Home Learning Hero' time!



We also ask that you read at least 5 times a week to develop your comprehension and fluency. In the coming weeks, we will be giving out login details for children to use on 'Purple Mash'. This is an online platform for those children who wish to practise their English and Maths even more at home! 😊



We are excited to invite you to join us in our mission to foster a love for reading among our young learners at The Manor.

Reading is a fundamental skill that lays the foundation for a lifetime of learning. We are seeking parent/carer volunteers who can spare some time to read with our children. Your support and enthusiasm can make a significant difference in their reading journey. If you can spare an hour or so a week to read with our brilliant readers, please contact the class teacher. Thank you!



Please ensure your child has a bottle of water at school every day.

Also please make sure that their belongings including school uniform, PE kit, book bags, lunch boxes and water bottles are all clearly labelled with your child's name and class.

Un-named uniform will be taken to the main entrance and put into lost property to be collected.

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|  | <p>As we move into the winter months, please ensure your child comes to school with suitable outdoor clothing. This may include a thicker winter coat and gloves.</p> <p>We ask children not to bring toys or items from home into school unless invited to do so by their class teacher.</p> |
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**Year 6 Term 2 Key dates:**

- Monday 24<sup>th</sup> November- Lifeskills trip

# Question Prompts to use when reading with your child



## The Book Introduction

Relate the story to the children's own experience (fiction)

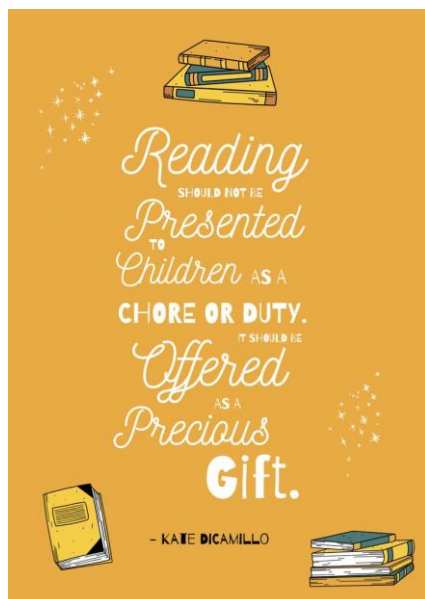
Tap into the children's prior knowledge of the subject (non-fiction)

Very brief overview of the story without revealing too much

Look at front cover and encourage prediction - Who? Where? What?

Look at back cover and blurb

Look at illustrations



## Recall Questions

Where does the story take place?

When did the story take place?

What did he/she look like?

Who was he/she?

Where did he/she live?

Who are the characters in the book?

Where in the book would you find ...?



## Simple Comprehension Questions

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What words and/or phrases do this?

What part of the story do you like best?

## Investigative Questions

What makes you think that?

What words give you that impression?

How do you feel about...?

Can you explain why ...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

Has the author used adjectives to make this character funny?

Why did the author choose this setting?

