

**SPINFIELD SCHOOL**  
**Year Six Autumn Term 2025**



Dear Parents/Carers,

Welcome to the Autumn term, I am so pleased to be working in partnership with you and I am looking forward to getting to know the children as we face the next step of their learning journey together.

Important information:

The email address for Year Six is: [year6@spinfieldschool.co.uk](mailto:year6@spinfieldschool.co.uk)

Emails via the class email will be replied to within two working days. The times that teachers are able to respond are between 8.15 - 8.45 and 3.45 - 6.00. The class email address will not be monitored during the school day as teachers are teaching. If you have an urgent message that needs to be passed on to your child's class teacher, which will, in the main, be a change in pick up arrangements please email the school office by 3.00pm. If we have not received confirmation of changes to pick up, your child will remain in school until we are able to contact you.

I have planned a careful balance of hard work and great fun this term and I am sure it will be enjoyable and rewarding for all of us. Below is an outline of what your child will be learning this term.

|                     | 1 <sup>st</sup> half term  | 2 <sup>nd</sup> half term  |
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| <b>Subject/text</b> | ABRACADABRA!<br>The Midnight Guardians<br>by Ross Montgomery   | SECRETS OF THE SARCOPHAGUS<br>Secrets of a Sun King<br>by Emma Carroll   |
| English             | Narratives: Developing understanding of figurative language to create an engaging, 'magical' narrative that interweaves character, setting and plot.   | Explanation texts: Developing understanding of presentational features of explanation texts, using their knowledge of Ancient Egypt to focus on the ritual of death, mummification and burial.<br>Recount: Draw on work in history to use a range of sources to find out about the discovery of Tutankhamun's tomb in 1922 by Howard Carter and write a first-person account about this. |
| Maths               | Application of skills through a variety of contexts: number, place value, using all four number operations (addition, subtraction, multiplication and division) in a variety of settings.              | Application of skills through a variety of contexts: fractions (ordering, comparing and using all four operations to calculate answers), geometry, position and direction.   |
| Science             | Light: Completing a number of investigations exploring the topic of light and shadows including exploring the direction of light, creating a periscope, how shadows change and what makes a fair test. | Animals: Completing a number of investigations exploring the topic of animals, including humans, including circulatory system, diet, drugs, transport of nutrients and water.  |
| Computing           | Consider online safety and how we can have a healthy relationship with technology. Topics include cyberbullying, minimum age and Spinfield Code of Practice.   | Coding. Children will build on their prior knowledge of coding and computational thinking. They will explore more advanced programming concepts using Purple Mash's coding tools, including 2Code and other interactive apps. The unit focuses on creating programs, debugging, and developing logical thinking skills.  |
| Humanities          | Children will carry out an in depth study of the Geography of WW2. They will begin the topic by exploring the key events that led to the outbreak of World War 2.                                      | Ancient Egypt: in depth study of this ancient civilisation. Develop chronological understanding of the era and where it fits in world history. Sieving and weighing evidence in order to support historical claims.  |

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|          | Map skills/Locational knowledge: Locating countries that played a part in WW2. Children will also compare different lifestyles based on geographic location and understand and explain why London and other major cities were targeted in WW2.   |   |
| Art / DT | Henry Moore WW2 Art. Children will compare sketches using artistic terminology. Draw using a two-point perspective. Add tone and texture through tints and shades. Draw people using simple shapes. Create a Wartime picture in the style of Henry Moore.  | Draw and paint an Ancient Egyptian head based upon a tomb painting of Queen Nefertari and uses a mixed media technique.<br><br>Recreating an educational product (a Sarcophagus) focusing on functionality and aesthetics.  |
| PE       | Forest School<br>Football with AJD   | Forest School<br>Sport with AJD   |
| Music    | Music From WW1 and WW2<br>Social effects and meaning of Music in the first and Second World War. Famous songs from the time.<br><br>Influential composers.   | Music From WW1 and WW2<br>Social effects and meaning of Music in the first and Second World War. Famous songs from the time.<br><br>Influential composers.  |
| RE/PSHE  | Humanism – exploring the concept of having a world view, who influences us and understanding the ideas of humanist thinkers. Digital wellbeing: understanding how to stay safe online. Digital Wellbeing: staying safe online as we grow in independence.  | Special Occasions (Remembrance day and Christmas).<br>Relationships (VIPs): identifying our own very important people in families and friendship groups.  |
| French   | We will begin with a Phonics unit in French, helping children build strong foundations in pronunciation and spelling. They will then apply these skills in our “The Date” unit, learning how to say days, months, and numbers confidently. By the end of the unit, the children will be able to ask and answer questions about the date in French, both orally and in writing. | Learning how to describe the weather in French. Children will practise key phrases and vocabulary to say what the weather is like in different places and at different times. By the end of the unit, they will be able to give a simple French weather forecast with confidence. |

### General Organisation:

#### Absence:

Please ring school on the first day of absence if your child is away. If you have not contacted school by **9.20am**, a member of staff will contact you. You are not required to supply a note if you have contacted the school.

#### Homework:

We value the support of parents in providing the time, encouragement and suitable environment for the children in which to complete their homework. In setting homework for children, we aim to provide a relevant activity for them to do in which parents may be involved and which can aid their general educational progress. Homework will be set online in most cases. Year six will be asked to complete their homework and submit it via Google Classroom. Homework will be set on a Wednesday and it will need to be completed by the following Monday morning.

Maths: one DoodleMaths added extra related to the topic. This is in addition to daily Doodles.

Grammar and reading comprehension: set via Google Classroom.

Reading to be completed daily and records to be completed three times a week in addition to one parent

comment.

Times Tables practise.

Creative Corner Presentation. (One per year).

Spellings: your child will not be bringing home lists of words each week but will be encouraged to discuss the current spelling patterns we are exploring in school. An overview of spelling pattern lists can be found on the class section of the school website.

Parent volunteers:

We will let you know about arrangements for volunteers in due course.

DBS checks

Please note that the school requires parent helpers to hold a current DBS certificate and you will need to sign our confidentiality policy. Volunteers are also required to attend safeguarding training (which will need to be refreshed every 3 years). Training dates will be published in an email and in our newsletter. If you have not yet filled out the DBS form and the confidentiality policy, please collect them from the office. There will be a voluntary contribution for us to process the DBS form. You need to be aware that mobile phones may not be used inside the school building.

Daily organisation:

Please ensure that your child has a water bottle in school every day, as well as a snack of fruit or vegetables for the mid-morning break (KS2 only).

This term, your child will continue to wear their PE kit on the days that they have PE. Please ensure your child has black tracksuit bottoms or shorts, either a school PE hoody or school sweatshirt, their PE t-shirt and trainers. Please ensure all PE kit is clearly labelled (preferably sewn-on labels). If your child does not wear his/her full PE kit (including appropriate socks) they may not be able to take part in the lesson.

Timetable Information:

**PE lessons are on a Tuesday (AJD) and Thursday (Forest School) for the Autumn term.** If for any reason your child is unable to take part in a PE or games lesson, please provide a note.

Forgotten Items:

Please be aware that if your child forgets something for school, you will only be contacted if it is absolutely necessary, as we are trying to encourage the children's independence. Any calls home will incur a 50 pence charge.

Medicines:

Children must not bring medicines of any kind into school without prior agreement with Miss Spreadbury. A health care form must be completed for any required administration of medication.

Holidays:

The staff and governing body appreciate the decision made by parents not to take children out of school during term time. Where exceptional circumstances occur, a leave of absence form can be collected from Miss Spreadbury who will submit your application to the Governing Body for consideration.

School Governor Class link:

In order that the school governors can gain closer links with the pupils and staff, we have attached a governor to each of the classes in the school. They will endeavour to make at least one visit to the class during the year and will support the class teacher by working with the children sharing his/her expertise in a relevant area or accompanying a school visit.

If you wish to discuss the content of this letter or have any other concerns, please email the class email address.

Thank you for your continued support,

Mrs Coles and the Year Six Team (Mrs Britton, Mrs Platt and Mrs Armstrong)