



Year Six Summer Term 2026

Dear Parents/Carers,

Welcome to the Summer Term of Year Six.

Class email

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.

Please see below for all of the wonderful learning opportunities this term. It's a jam-packed term so hold on to your hats!

Our topics for the summer term are:

First half of term: Full Steam Ahead. We will be using the stimulus of railways and railway journeys to explore the topography of the UK including the reading of the classic novel The Railway Children.

Second half of term: We will be working hard to prepare for our end of Y6 production.

Below are details of the learning that the children will embark on.

Subject	1 st half term	2 nd half term
English	<p>The children will read the book The Railway Children by ES Nesbit to explore classic literary heritage. They will:</p> <ul style="list-style-type: none"> Plan, draft and write a narrative, skillfully interweaving character, setting and plot. Use drama techniques such as role play, creating a tableaux or role on the wall to explore characterisation. Plan, draft and write a recount from the perspective of one of the main characters. Consolidate all areas of the Y6 spelling, punctuation and grammar curriculum. 	<p>The children will study the play, Ali Baba and The Bongo Bandits! They will read, understand, immerse and rehearse for their end of term production.</p> <ul style="list-style-type: none"> Read the play script for the production and establish the songs help to tell the story Create a role on the wall for the character they are cast as Practise reading using characterisation: explore intonation, expression, gestures, NV communication Understand the terms blocking for stage productions Understand how to react when on stage.
Maths	<p>A consolidation of the Y6 maths curriculum will be a priority prior to the SATs tests in May. The children will then carry out more open ended investigations post SATs, bringing together their learning in real-life situations.</p> <ul style="list-style-type: none"> White Rose Bakery - an investigation into scaling recipes, costing ingredients, best value ingredients, profit and loss, packaging (3D nets) and reasoning problems at the bakery. 	<p>The children will continue to work on more open ended mathematical investigations this half term. They will continue to develop skills in mathematical resilience.</p> <ul style="list-style-type: none"> White Rose Tours - an investigation into creating a dream tour to a country of their choice, considering many elements such as cost. Theme Park Maths - an investigation into creating the perfect theme park, considering the layout, the costs to run, profit and loss.

		<ul style="list-style-type: none"> White Rose Futures - an investigation into future careers, possible salaries, potential bills to pay, what mortgages are available and designing the layout of houses.
Science	Children will learn how living things are grouped based on their characteristics. They will explore classification systems used by scientists and create their own classification keys to sort animals, plants, and microorganisms. Through fun investigations, they will discover how to identify and compare different species. This will help them understand the amazing variety of life on Earth and why classification is important in science.	Living things and their habitats (classification) continued.
Computing	Children will learn how to use spreadsheets to organise and analyze data. They will enter information into Google Sheets, apply formulas and functions like SUM and AVERAGE, and create graphs and charts to present their findings. They will also explore conditional formatting to highlight important data and understand how spreadsheets can be used in real-life situations. By the end of the unit, children will have developed their problem-solving and digital skills, helping them to work efficiently with data.	Children will learn how to create, share, and evaluate quizzes using Purple Mash. They will explore different question types, such as multiple-choice, true or false, and open-ended questions, to design engaging and interactive quizzes. Children will develop their problem-solving and logical thinking skills by structuring questions effectively and considering how to make quizzes both challenging and fun. By the end of the unit, they will be able to test their peers, analyze results, and refine their quizzes to improve learning and engagement.
Humanities	Children will use digital mapping tools, Ordnance Survey maps, and compass skills to explore the topography of the UK and how it has changed over time. They will investigate key physical features such as mountains, rivers, and valleys, understanding how natural processes and human activities have shaped the landscape. By analysing historical and modern maps, children will track changes in land use, settlements, and infrastructure. This unit will develop their map-reading, navigation, and analytical skills, helping them to understand the evolving geography of the UK.	Continue from Summer 1
Art / DT	Design and Technology: Design and construct a moving toy using an electrical circuit and pulley/wheel and axle motor. This will be in conjunction with their Electricity topic in Science.	Design and Technology- The children will continue with their controllable vehicles project. Y6 Production <ul style="list-style-type: none"> Children design and create costumes, backdrops and scenery ready for the production.

<p>PE</p>	<p>Netball</p> <p>The children will learn and refine key techniques such as passing, catching, shooting, and footwork, while also developing tactical understanding, spatial awareness, and teamwork. Children will practice these skills in small-sided games and drills, gradually applying them in full game situations.</p> <p>Badminton</p> <p>In this unit, children will develop their badminton skills through progressive practice and games. They will learn and refine key techniques such as serving, rallying, hitting overhead and underarm shots, and moving effectively around the court. Children will also focus on developing hand-eye coordination, accuracy, and control, while applying tactics to outwit opponents during rallies and matches. The unit encourages teamwork, sportsmanship, and strategic thinking, helping children to make quick decisions and adapt their play.</p>	<p>Athletics</p> <p>In this unit, children will develop their athletic skills across running, jumping, and throwing events. They will focus on improving sprint starts, developing overall speed, and perfecting their long jump technique through run-ups and self-assessment. In throwing activities, children will experiment with different styles, including push, pull, and sling, and record their results to track progress.</p> <p>Dance</p> <p>Year 6 will focus on choreographing and learning dances for the production. They will explore movement, rhythm, and performance skills, working individually and in groups to create and refine dance sequences. Children will develop their coordination, timing, and expression, while learning how to interpret music and convey the story through movement. The unit culminates in performing their dances as part of the production, allowing children to showcase their creativity, teamwork, and confidence on stage.</p>
<p>Music</p>	<p>Film Music</p> <p>In this unit, children will explore the fascinating world of film music and its role in storytelling. They will begin by learning what film music is, why it is important, and how it differs from musicals. Children will then develop their skills in listening and interpreting music by imagining scenes inspired by different pieces, and learn how musical features such as pitch, dynamics, tempo, instruments, and tonality can create mood and emotion. The unit also covers the history of film music, influential composers, and the difference between a film score and a soundtrack, including the concept of a musical motif. Children will apply their learning creatively by designing characters, composing motifs, and performing paired and class scenes to match music. They will also analyse how music enhances emotional impact, builds tension, and supports storytelling. By the end of the unit, children will consolidate their understanding through comparisons of famous film music and a final class performance of the <i>Star Wars</i> main theme.</p>	<p>Y6 Production</p> <p>In this unit, children will focus on the music for the Year 6 production. They will begin by listening and appraising the songs, exploring the lyrics, melodies, and how the music helps to tell the story. Children will compare and contrast the musical styles and eras, and carry out research to deepen their understanding. They will then move on to learning the songs for the performance, applying their skills by performing individually and as a group, and evaluating their own and others' performances to improve their musical and performance abilities.</p>

<p>RE/PSHE</p>	<p>RE: What do the religious and non-religious worldviews teach about 'the good life'?</p> <ul style="list-style-type: none"> • Who and what influences how I live my life? How important is my behaviour? • What is my personal code of conduct? What are my most important values in life? • What do Christian and Islamic teachings and Humanism say about how we should live our lives? • How relevant or helpful in modern life are religious teachings about how we should live? • How can humans live well together? <p>PSHE: It's My Body</p> <p>Children will explore the topic of It's My Body. They will learn about physical and emotional changes during puberty, understand the importance of personal hygiene, and gain a deeper awareness of how to take care of their bodies. The unit will also cover reproductive health in an age-appropriate way, helping children to understand their body's development and how to respect and care for themselves and others. By the end of the unit, children will feel confident about the changes they are experiencing and be equipped with the knowledge to make informed choices about their health and well-being.</p>	<p>R.E: What does Shabbat mean to Jewish people in Britain today?</p> <ul style="list-style-type: none"> • What do I already know about Shabbat? • How can you find out what Shabbat means to Jewish people in Britain today? • What evidence is there to show that there might be differences in the way Jews keep Shabbat? • Does this data show what Shabbat means to Jewish people? What do you need to do to find this out? • What have I learnt about Shabbat? <p>PSHE: Transition.</p> <p>Children will focus on the theme of transition using insights from the book "Go Awesome, Go Big" by Matthew Syed. They will explore the importance of a growth mindset and how developing a positive attitude towards challenges can help them tackle new experiences, such as moving to secondary school. Through discussions and activities, children will reflect on their strengths, learn how to embrace mistakes as opportunities for growth, and build confidence for the next chapter in their education. By the end of the unit, children will be better prepared to face transitions with resilience, a positive mindset, and a sense of excitement for the future.</p>
<p>French</p>	<p>At School</p> <p>In this unit, children will explore the theme of school life in French. They will begin by learning to recognise, recall, and spell ten different school subjects, using the correct definite articles and determiners, and will practise conjugating the verb <i>étudier</i> in the first person singular to talk about the subjects they study. Children will then learn to tell the time and say when they study each subject, and apply the days of the week to discuss their school timetable. As the lessons progress, they will consolidate this vocabulary and learn to give opinions about their subjects in both positive and negative forms, before extending their sentences to justify their opinions. The unit concludes with a revision of all language covered and an end-of-unit assessment to consolidate learning.</p>	<p>The Weekend</p> <p>In this unit, children will consolidate their knowledge of numbers in French and learn how to tell the time in five-minute increments. They will then build on this by learning new phrases to describe activities they might do at the weekend. Throughout the unit, children will practice and reinforce this vocabulary through a variety of listening and reading activities. They will gradually extend their sentences by integrating time phrases and connectives with weekend activity vocabulary, and will learn to say at what time they do each activity while also giving their opinions. The unit concludes with a revision of all language covered and an end-of-unit assessment to consolidate learning.</p>

End of Year:

Our Y6 production will be performed on Thursday 9th July, at 6pm.

Y6 Leavers' Meal - Pizza Express, Marlow. Date and time TBC.
Our Y6 final assembly will be on Wednesday 22nd July at 9:30am.

General Organisation:

Please ring school on the first day of absence if your child is away. Should you not contact the school by 9:20am, we will contact you. You are not required to supply a note if you have contacted the school.

Please ensure that all letters or slips that are returned to school go directly to the class teacher via the book bag; please do not return them through the school office.

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). In addition, it is recommended that children have sun cream applied at home and that they bring a hat with them to wear at break times.

Timetable Information:

PE will be on Monday and Thursday each week. A reminder that when your child has a PE session s/he needs to come to school dressed in a PE kit. Children can wear shorts or tracksuit bottoms (both need to be in the correct PE kit colour). If for any reason your child is unable to take part in a PE or games lesson, please send an email to your child's class teacher.

Library visits will be on a Monday.

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. This is particularly relevant for children in Y6, as a vital part of the transition process into Y7 is taking responsibility and accepting the consequences.

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 at Spinfield 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.

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 on Google Classroom on a Wednesday and will need to be handed in by Monday morning.

Daily reading: the children need to make a comment twice a week. A parent comment and signature is required once a week.

If you wish to discuss the content of this letter or have any other concerns, please contact me via year6@spinfieldschool.co.uk

Thank you for your continued support,

Mrs Coles and the Y6 team.