



January 2026

6G Class Curriculum Letter: Spring Term

Dear Parents/Carers,

Happy New Year! I hope you have had a happy and peaceful Christmas break. Outlined below is a brief description of what your child will be studying until Easter along with information about routines and expectations. This should enable you to help and support your child to do their best.

English

Writing

We will be focusing on a variety of genres including: narratives, descriptive texts, non-fiction writing and Shakespeare. We will also look at the audience and purpose of writing whilst making predictions, selecting appropriate forms and developing editing skills. Children will draw on their reading and research to develop their own ideas and improve their writing.

Reading

Reading remains a vital aspect of your child's education. It becomes very evident in children's writing when they read regularly. Thus, to best support your child, please ensure they read at home each day and record this in their reading records. This can be from a variety of texts with an appropriate level of challenge. Children should write the name of the book that they read, along with the number of pages, along with a short summary or comment in their reading record each time they read. Children should also be able to demonstrate a clear understanding of the texts that they are reading. Your child can complete their reading record entries independently, but we ask that an adult checks and signs these regularly (**at least three times every week**) to confirm that they are reading at home. The reading record is to be handed in every Friday.

Children will continue to take part in weekly guided reading sessions using a range of texts, in order to further develop their inference and deduction skills as well as drawing on and identifying the main points in the texts.

Spelling

Spelling continues to be an important part of your child's learning. We will particularly focus on spelling rules and patterns. Weekly spellings will be set as homework and tested during the week.

Maths- Year 6

This term, the children in year 6 will be covering the following maths topics:

- **Geometry**-Coordinates and shapes
- **Number**-Algebra and Ratio
- **Measure**-Perimeter, Area and volume
- **Statistics** -graphs, pie charts and finding the mean

R.E

This term we will be covering the following topics:

- **Galilee to Jerusalem-** In this branch, the children in year 6 will look at how St John presents Jesus as the Messiah who reveals his kingdom through seven signs. They will explore, in depth, the seven signs within John's Gospel in addition to one of Jesus' 'I am' statements and consider how each of these point to a greater truth about Jesus' divine nature. They will also explore the purpose of the sacraments and consider the important roles they play in the life of the Church.
- **Desert to Garden-** In this branch, we will look at the rich symbolism of St John's account of the end of Jesus' earthly life. They will understand that St John's gospel looks to bring out the significance of all that Jesus did in light of His resurrection, though this is not understood by those present at the time. By making links to their learning from the previous branch, they will understand that the narrative within John's Gospel works on two levels: an account of what happened and a revelation of Jesus' divinity. The children will spend time studying at least one of the scripture passages read in greater detail and in addition to reflecting on the symbolic meanings within these, they will also be encouraged to reflect on the stories personally.
- **Catholic Social Teaching strands:**
 - Solidarity and Peace
 - Community and Participation

Computing

Computing systems and networks: Exploring AI

Children will explore what AI is and how it generates text, images and code. They will also learn about creating and refining prompts to improve AI responses while also considering the ethical implications of AI and its potential to replace human roles.

Programming: Introduction to Python

Children will:

- Explore a new piece of software
- Understand nested loops
- Understand basic Python commands
- Use loops when programming

Science

Light

- To recognise that light appears to travel in straight lines.
- To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Living things and their habitats

- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- To give reasons for classifying plants and animals based on specific characteristics.

Geography

The children will develop their map skills by:

- developing confidence and accuracy when using atlases

- understanding map symbols
- understanding and using the compass points to describe and locate
- using grid references
- planning routes

History

In history this term, the children will learn about the social, political, and emotional impact of WWII on civilians. They will explore key themes such as propaganda, women's changing roles, family life, and how the war is remembered today. Pupils will work with sources, develop disciplinary thinking, and make judgments about the war's impact on society.

Art

In art, the children will be exploring the work of William Morris, learning about his use of pattern, colour and nature, and creating their own pieces inspired by his designs.

DT

The children will be designing and constructing a model of a bridge and will evaluate this following testing.

P.E

During this term, the students will take part in dance and gymnastics sessions. PE will take place every **Monday** and children are expected to arrive at school wearing their full St Charles PE kit (plain white or St Charles logo t-shirt, navy shorts or tracksuit bottoms, trainers) on this day.

Music

In "Pop Music 2: Chords + Bass Lines (Ukulele)", and "Composition, Improvisation and Notation", Year 6 students explore the world of pop music by concentrating on chords and bass lines using the ukulele. This unit corresponds with the curriculum's goal of nurturing performance skills. Pupils deepen their understanding of chord progressions and bass lines, gaining valuable experience that prepares them for more intricate composition and performance tasks in Key Stage 3. Pupils will be able to play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do-do), whilst contributing to the interpretation and expression of the music. Pupils learn to structure their musical ideas, refine their notation abilities, and practise improvisation.

Spanish

Let's Visit a Spanish Town

In this unit, pupils will use their baseline awareness, and expand their general knowledge, in order to learn about the geographical context of several Spanish towns and regions. After starting simply, with just a few geographical terms and cognates such as the points of the compass, familiar famous contexts such as the Spanish capital will devolve into lesser known geographical features and towns. Pupils will explore these by reading longer texts with more complex, extended sentences, and use their inference skills to develop the ability to lift and recycle original Spanish phrases from a text. They will exploit a sentence builder to gain familiarity with longer sentences that show plans for the future, and reasons for these plans. Finally, pupils will use their new knowledge to write a text about a Spanish town.

Let's Go on Holiday

In this unit, children will use their prior learning about months and seasons of the year, places in the world, and longer sentences to communicate about fantasy plans for a holiday. They will use modal constructions, employing a greater variety of verbs, to speak about the future. Prior learning on the use of qualifiers before a range of adjectives, and conjunctions adding clauses to a sentence, will support the children to extend their expression to make longer, more complex sentences. Pupils will both build their understanding of long sentences describing where people plan to go on holiday, what they plan to do, with

reasons for these choices, as well as learning to express themselves in similar terms. From a cultural perspective, this unit shows some popular holiday destinations to illustrate the continent for children, and the texts suggest a range of activities

PSHE (including RSE)

This term we will be focusing on emotional and economic wellbeing.

Homework

As a reminder, homework will generally be as follows:

Monday	Spellings (to be handed in on Friday)
Tuesday	Maths homework- (to be handed in on Thursday)
Thursday	Arithmetic/Reasoning Test for correction (to be handed in on Monday)
Friday	Revision/ Topic based homework (to be completed over the weekend)

Reading records will be checked every Friday.

Your child will be told how to access their homework. In addition to set homework, children will be asked to complete any unfinished class work at home. As we approach SATs, children will also be expected to complete revision at home with your assistance. This additional support will be crucial in order to help your child prepare for their end of key stage assessments.

From time to time English or Maths homework may be put on Google Classroom. Your child should know how to access this, but please let me know if you have any problems.

Stationery

Where possible, please ensure your child has their own pencil case containing: pencils, a rubber, a sharpener, coloured pencils, a ruler and a glue stick. Children should also bring a clearly labelled water bottle to school each day.

If you have any general questions or queries, please contact me directly via the class email address (6g@st-charles.rbkc.sch.uk) and I will endeavour to reply (during school hours) as soon as possible. However, if you have an **urgent** concern, please phone the school office directly. Please note that the class email is not for informing the school of absence; the main office must be contacted in that instance.

Best wishes,
Miss Gordon
6G Class Teacher