

# Year 6

## Summer Term Newsletter



Welcome back to school Year Six after a wonderful Easter break!  
It is lovely to see you all back in school and we are very excited to spend your last term of primary school with you, helping you to prepare for high school!  
Miss Didlock, Mrs Irwin, Ms Tsang and Mr Allen

### KS2 SATs 2026

The SATs timetable will run as follows:

#### Monday 11th May

English Grammar, Punctuation and Spelling  
Paper 1: questions—45 minutes  
Paper 2: spellings

#### Tuesday 12th May

English reading—60 minutes

#### Wednesday 13th May

Mathematics

Paper 1: arithmetic—30 minutes  
Paper 2: reasoning—40 minutes

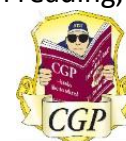
#### Thursday 14th May

Mathematics

Paper 3: reasoning—40 minutes

### SATs Preparation

Lots of children are already joining us for tutoring before or after school, but over the next 4 weeks please **encourage your child** to use their **CGP homework books** to **revise** what we have already covered so far in reading, SVGP and maths.



### Key Summer Dates

- SATs week WB 11<sup>th</sup> May
- Reports to parents 10<sup>th</sup> July
- Achievers'/Leavers' night 15<sup>th</sup> July
- Leavers' trip 16<sup>th</sup> July
- Leavers' Lunch 17<sup>th</sup> July

### Summer Term Curriculum:

- In English, our core text will continue as *'The Boy in the Striped Pyjamas'* by John Boyne, and then after half term we will begin looking at Shakespeare's *Macbeth*. We will be writing in a range of styles based around these texts.
- In maths, we will be focusing on key areas identified from the children's last practice SATs papers in order to close gaps and support children with weaker areas. Each week we will also do arithmetic questions and reasoning and problem solving. After SATs the children will work on projects to help apply their maths skills into wider world concepts.
- In science, we will be learning all about the circulatory system and evolution and inheritance.
- In history, we will be investigating a local study to discuss who we think was responsible for the Rounds Green New Colliery Disaster.
- In geography, we will be looking at what migration is and how it affects people and our world.
- In design technology, we will be creating an automata toy.
- In art, we will be creating a 3D structure to display in school.
- In Spanish, we are going to be learning about directions and having conversations
- In music, we will continue to follow Charanga to explore and appraise different styles of music.
- In computing, we will be learning about eSafety, Purple Mash coding and a Micro:bit project.
- In RE, we will be learning about Christianity, knowing right and wrong and worship.
- In PSHE, we will be learning about what affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online, the effects of drugs and alcohol and becoming more independent in preparation for transition to high school. The children will also have a session with the school nurse on changes to their bodies as they grow up.

## PE



PE will be on Friday (indoor) and Tuesday (outdoor) this term. Children should be wearing the correct kit, which is a white t-shirt, blue or black shorts, trousers or leggings and white or black trainers. They can also wear a plain, coloured t-shirt which matches the colour of their house team. Please ensure that your child is dressed appropriately for the weather, that all long hair is tied back and earrings have been removed.

## Spellings

### Year 6 - Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5
Recap Spring Term	Abstract noun	Use of the hyphen	Statutory word list	Double consonants
<b>suspicious</b> <b>artificial</b> <b>confidential</b> <b>commercial</b> <b>innocence</b> <b>independent</b> <b>recommend</b> <b>significance</b> <b>appearance</b> <b>ferocious</b>	An abstract noun is a word (noun) which portrays an idea, quality or state as opposed to an actual concrete object.  <b>disappointment</b> <b>determination</b> <b>enthusiasm</b> <b>graciousness</b> <b>apprehension</b> <b>consideration</b> <b>opportunity</b> <b>speculation</b> <b>enhancement</b> <b>disturbance</b>	Hyphens can be used to join a prefix to a root word. Words beginning with the prefix <b>co-</b> can be written with or without prefixes.  <b>co-ordinate</b> <b>re-enter</b> <b>co-operate</b> <b>co-own</b> <b>de-ice</b> <b>co-author</b> <b>re-examine</b> <b>re-educate</b> <b>re-form</b> <b>co-pilot</b>	<b>opportunity</b> <b>parliament</b> <b>programme</b> <b>privilege</b> <b>explanation</b> <b>disastrous</b> <b>exaggerate</b> <b>frequently</b> <b>necessary</b> <b>appreciate</b>	<b>accommodate</b> <b>accommodation</b> <b>aggressive</b> <b>embarrass</b> <b>apparatus</b> <b>success</b> <b>successfully</b> <b>willingness</b> <b>worthlessness</b> <b>happiness</b>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

### Year 6 - Summer 2

Week 1	Week 2	Week 3	Week 4			
-ly ending	Words ending in -ant	Statutory word list	Consolidating words this half term			
A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class.	<b>observant</b> <b>expectant</b> <b>hesitant</b> <b>tolerant</b> <b>triumphant</b> <b>dominant</b> <b>contestant</b> <b>defiant</b> <b>decongestant</b> <b>relevant</b>	<b>vegetable</b> <b>symbol</b> <b>sincerely</b> <b>pronunciation</b> <b>interrupt</b> <b>mischievous</b> <b>sincere</b> <b>desperate</b> <b>curiosity</b> <b>persuade</b>	Day 1	Day 2	Day 3	Day 4
<b>disorderly</b> <b>ghastly</b> <b>wrinkly</b> <b>dastardly</b> <b>leisurely</b> <b>spritely</b> <b>heavenly</b> <b>unlikely</b> <b>comply</b> <b>melancholy</b>			<b>melancholy</b> <b>relevant</b> <b>persuade</b> <b>unlikely</b> <b>defiant</b> <b>desperate</b> <b>spritely</b> <b>disorderly</b> <b>observant</b> <b>vegetable</b>	<b>dastardly</b> <b>tolerant</b> <b>pronunciation</b> <b>ghastly</b> <b>expectant</b> <b>symbol</b> <b>comply</b> <b>decongestant</b> <b>curiosity</b> <b>dominant</b>	<b>heavenly</b> <b>contestant</b> <b>interrupt</b> <b>leisurely</b> <b>triumphant</b> <b>mischievous</b> <b>wrinkly</b> <b>hesitant</b> <b>sincerely</b> <b>sincere</b>	ASSESSMENT