



2026-27 Curriculum newsletter Year 6 Term 1

Life in all its fullness
John 10:10

Our relevant, purposeful, enjoyable and creative curriculum is delivered through whole school topics on a two-year rolling programme. Science, history or geography are the key drivers for each topic and the subjects of art, design technology, music, computing and PSHE are added to enrich the topic. RE, PE and maths are taught as separate subjects. Every term, each class also tackle a "Big Question" and think of others through a "Social Action".

This term our whole school topic is entitled "**Changes**". All classes will have their own specific historical and scientific foci. The Year 6 children will be learning about geographical regions of the UK and some of the key topological features, and about the properties and changes of materials. This will include learning;

- About thermal and electrical conductors and insulators
- In French - La date
- In music - reaching for those recorders!
- In art - the work of Andrew Goldsworthy

The children will focus on the following **reading and writing** skills / knowledge;
Inference & deduction – reading between the lines
Figurative language skills in their descriptive writing
Self-checking and peer assessing their writing for spelling and punctuation errors.

Our class books of the term are:

- Floodland by Marcus Sedgewick
- Window by Jeannie Baker

In **maths**, the children will be focusing on;

- Place value – numbers up to 1,000,000
- Comparing, ordering and rounding numbers
- Written methods for addition and subtraction

It is essential that they continue to practise their addition and subtraction / multiplication and division times tables every week at home.

All children have **TTROCKSTARS** logins

PSHE (personal social health economic education)

From this academic year, we will be using a new resource called Pol-Ed to deliver the PSHE curriculum for all classes.



Pol-Ed is a resource created by West Yorkshire Police and specialist teachers to support schools in delivering Personal, Social, Health and Economic (PSHE) education. It provides age-appropriate lessons that help children understand how to stay safe, make positive choices, and develop important life skills. **We will share more detail about these lessons in the following weeks.**

We will be continuing to use the themes from Heartsmart in our class worships and children / staff will still be able to nominate others for demonstrating Our People Rule / for being Heartsmart.



Our **RE work** will focus on;
CREATION – Creation and science: conflicting or complementary?

In **Computing**, the children will learn about their digital footprint and media balance, as well as graphing.

In **PE**, children will participate and focus on

- Basketball with TSC
- Healthy Hearts

Children should wear PE kit on the following days;
Thursdays and Fridays



Social Action
As a church school, we believe it is important to provide all children with the opportunity to be part of some 'social action'. Releasing the possibility of the pupils in our school to **serve the common good**. This may be in the form of **supporting a charity**, learning & sharing information about **issues of injustice**. Each class has a different focus watch this space!

A "Big Question" will be discussed every term.
Our "Big Question" for Term 1 is
Does faith in God make people more or less likely to take care of animals & the environment?



PTAFA Fete - Saturday 12th Sept, 12-3pm
Year 6 Bikeability week - Mon 14th Sept
Harvest service at Hernhill church - Tues 6th Oct, 9:30am
Individual & sibling photos - Mon 12th Oct
Last day of term 1 - Wed 21st Oct / Inset days (school closed) - Thurs 22nd & Fri 23rd Oct



SCIENCE

- Know that materials can be thermal and electrical conductors and insulators.
- Can explain the process of dissolving and how the material can be recovered from the solution.
- Can explain how 3 different materials can be mixed and then separated by filtering, sieving and evaporating.
- Know that burning is an irreversible change and that a new material is formed during this process.
- Label and understand further processes involved with the water cycle: absorption, percolation.
- Explore the saturation points of water with a chemical (salt or sugar) and whether this changes according to the temperature of the water.
- Replicate observations and measurements in investigations to improve the reliability of results: find the average result, identifying unreasonable results.

GEOGRAPHY

- Know information / facts about the coastlines, mountains and land use around the different countries of the UK
- Identify land-use across the UK - how has this changed over time?
- Recognise topological features on a map
- Know how to draw and label the different sections of the water cycle: heat energy from the sun, evaporation, condensation, transpiration and precipitation.
- Explore the impact of plastic pollution on mountain / river tourist attractions within the UK - investigate the location in the past, recent times and possible future with or without action being taken.

KEY VOCABULARY FOR THE TOPIC

Scientific vocabulary: observe, predict, record, replicate, apparatus, method, results, conclusion, thermal conductivity, thermal, conductor, thermal insulator, Electrical conductivity, electrical conductor, electrical insulator, dissolving, solvent, solution, solute, soluble, insoluble, solid, liquid, particles, suspensions, separating materials, sieve, filter, evaporate, condense,

Geographical vocabulary: characteristics, climate, distribution, environment, land use, location, map, mountains, river, water cycle.



Our school community is rooted in Jesus' promise of life in all its fullness; where all are truly welcome.

A key aspect of being a Church school is the importance of senior leaders and governors regularly reflecting on our Christian vision and considering how it is having a positive impact on pupils, staff and families.

Our school's Christian vision is rooted in John's Gospel, chapter 10, where Jesus speaks to the Pharisees using the metaphor of the shepherd and the sheep. In this passage, Jesus explains that he has come so that all may have life in all its fullness: a life that is rich, meaningful and grounded in love.

Life in all its fullness – a state of being and an act of doing. It means more than simply existing or achieving; it is about becoming the person God created you to be. It is about nurturing curiosity, resilience and joy, discovering and developing individual gifts, and having the confidence to use them to serve others. It is a life shaped by hope, compassion and purpose – where each person knows they are uniquely valued and deeply loved.

Life in all its fullness is the WHY behind everything we do. It underpins our curriculum design, our policies, our enrichment and extra-curricular offer, our commitment to inclusive SEN provision, and our belief in the power of high-quality OPAL play. Every decision is rooted in a desire to widen horizons and enable all to thrive – academically, socially and spiritually.

Our Gospel-based People Rule (Luke 6:31) is the HOW we live out this vision at Hernhill. Jesus calls us to “treat others as you would like to be treated,” and this principle shapes a culture of kindness, respect and responsibility. It is easily understood by our children, staff and families, and acts as a golden thread running through daily life at Hernhill.