

Year 6 Bassett Green Buzz Learning Curriculum Newsletter for Parents

Spring Term 1 2026



BASSETT GREEN
PRIMARY SCHOOL

Homework Expectations

Daily reading for 15 minutes - please record in your home-learning journals

Weekly Accelerated Reader and Times Tables Rock Stars

Weekly spelling practice, including Spelling Shed

Weekly maths and SPaG homework in CGP books - due each Friday

Home learning project

Our Science learning for this half term is all about Evolution and Inheritance!

Could you research who first theorised evolution and how this person came to understand how living things evolved over millions of years?

You could do this as a poster, a power point presentation, a research project.... It's up to you!



Big Question:

Should all consequences be the same?

Overarching Social Theme:

Right and Wrong

Key Dates for Year 6:

Inset Day - Monday 5th January

PE Days

PE days change each week. Therefore PE kits need to be in school every day.



Be Brave Be Brilliant Be our Best

Reading

Key skills we will develop are:

- Provide reasoned justifications for their views
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Identifying how language, structure and presentation contribute to meaning
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Reading books that are structured in different ways and reading for a range of purposes
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

We will be reading



Writing

A range of writing outcomes:

Setting description

Love letter

Internal monologues

Diary entry

Key skills we will develop are:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs

Maths

Key skills we will develop are:

- solve problems involving addition, subtraction, multiplication and division
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Maths

Key skills we will develop are:

- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy

Foundation Subjects

Science: Evolution and Inheritance

Life has changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.



PSHE: Living in the wider world

Belonging to community
Media literacy and digital resilience
Money and work



Art: Painting abstract art

Design colour using tints, shades and techniques previously taught to match emotion and create abstract painting.



RE: Golden Thread – special

Wudu and Eid-ul-Fitr
Muslim faith traditions



Spanish: Planning ahead

Introducing myself to my secondary language teacher in a letter. Finding out about Spanish footballers.

Computing: Scratch

Introduce variables in an algorithm to create a digital game with a score.



History: Crime and punishment

Crime and punishment to the present day (Roman, Anglo-Saxon, Tudor and Stuart, Victorian and modern Britain)
Identify the impact of early crime and punishment on today



Music: Guitars

Learning how to play instruments with increasing accuracy, fluency and control with Mr Whitehead from Southampton Music Service.



PE:

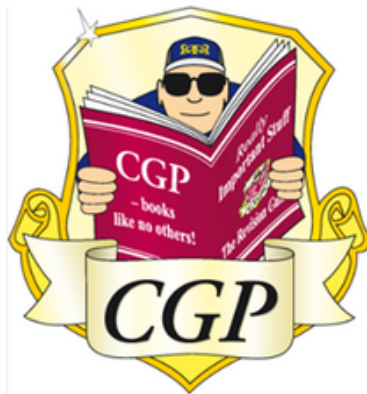
Gymnastics
Invasion Games: Football



How can you help your child at home?

CGP

Your child should have two homework books: SPaG and Maths. Within these, you will find a range of work which your child will be able to complete and return for us to see. The work, which is set each Friday, will aid your child's progress in all areas of the curriculum. This needs to be returned the following Friday, for your child's class teacher to go through.



Maths

By the end of year 4, your child should know their times tables up to 12x12. Multiplication aids almost every part of maths, please ensure that they are building confidence within this to support them with the maths curriculum in Year 6.

Online, there are previous SATs papers, please use these to help support your child in their understanding of reasoning problems.

If you are unsure of how to support your child in maths, please do not hesitate to come and speak to us.

English

On the following page, you will find the whole primary school expectations for Grammar, Punctuation and Spelling. Please use this to help with revision over the coming months

If you are unsure of any terminology used, please do not hesitate to come and speak to us.

Science – Evolution and Inheritance

The following vocabulary will be used in our next Science topic. Please ensure your child understands the meaning of the words:

- Fossils
- Offspring
- Inheritance
- Variation
- Darwin
- Evolution
- Characteristics
- Adapt
- Environment
- Mary Anning



Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Commas to separate items in a list	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Apostrophes to mark contracted forms in spelling	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Use of speech marks to punctuate direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Use of commas to clarify meaning or avoid ambiguity	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellision.	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Punctuation of bullet points to list information	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)		How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover)	
Verb prefixes (e.g. dis-, ob-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)			
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)				

All terms in bold should be understood with the meanings set out in the glossary.

