DURHAM
BLUE COAT SCHOOL

Year 6 Autumn Term Update

A Message from the Class Teachers

Year 6 have made a fantastic start to the year with their positive attitude and enthusiasm. It has been brilliant getting to know everyone and we are excited about the term to come.

This year, the children will continue to have morning lessons (maths and English) with their class teacher. The exception to this is a Friday morning when the children will have P.E. with Mrs Hughes and P.H.S.E with Mrs Kipling. On an afternoon, the children will move around the school, working with different teachers who will deliver the foundation subjects.

Homework will be assigned on a Friday and is due to be completed by 8pm the following Thursday. Tasks are assigned to complement your child's work in class, so we would appreciate your support in ensuring all tasks are completed on time. Expectations are as follows:

- 1x spelling and handwriting sheet
- 1x grammar task on LBQ
- 1x maths task on LBQ
- 10+ minutes of daily reading

All the staff in Year 6 are looking forward to working with you and your child to ensure we have an amazing and exciting Autumn Term!

Mrs Hodgins, Mr Winn and Mrs Corbin



In our English lessons this term, we will begin by using the amazing fantasy novel *The Nowhere Emporium* by Ross MacKenzie. This book has been selected for its amazing use of descriptive language and engaging plot full of twists and turns. We will use this wonderful novel as inspiration for our own narrative, as well as writing a formal letter of complaint. We will then remind ourselves of traditional tales such as *Hansel and Gretel* and *Jack and the Beanstalk,* using these to write a postcard from a character who has been sent to prison as well as a balanced argument. Before Christmas, we will watch the poignant advert *The Christmas Truce* to help us write a diary entry and a short story using dialogue to advance the action. We are very excited to read the fabulous writing the children produce.



Our first focus this term will be the place value of numbers up to 10,000,000. Next, we will be using the four operations (addition, subtraction, multiplication and division) including long multiplication and long division for problem solving. We will then move onto adding, subtracting, multiplying fractions and dividing them by an integer. Finally, we will work on converting metric measures and solving calculations involving length, capacity and mass.

Each lesson will begin with a short fluency task to brush up arithmetic skills and multiplication facts. Additionally, we will do a weekly arithmetic check that will be sent home for you to celebrate achievement and encourage progress. Any support you can offer your child in making sure they have secure knowledge of their times table facts would be very much appreciated.

In the first half term, we will be studying light and how we see things. We will learn how our eyes work and investigate filters to help us to understand how we are able to see different colours. We will find out how refraction can play tricks on our eyes by changing the direction of light rays. After studying how mirrors reflect light, we will use them to plan and construct a mirror maze. Following that, we will be exploring the topic of Evolution and Inheritance. We will research and explain how some animals have adapted and evolved according to the environment in which they live and the availability of their food sources.

This term, our Year 6 RE lessons will focus on two major areas of study as pupils act as theologians, sociologists, and philosophers to understand a range of religious and non-religious worldview beliefs.

In unit one we will explore the core question "What matters most to Humanists and Christians?" whilst discussing the school vision's big question: *"Can someone who does not follow any religion still possess deep spiritual wisdom? How do we recognise it?". These will be explored through:*

- Making sense of belief: We will examine different perspectives on why people do good or bad things. Pupils will compare Christian ideas (such as being made in the image of God) with Humanist beliefs that people can be "good without God."
- Understanding the impact: Pupils will connect these belief systems to how people live out their daily lives, examining the benefits and challenges of following a moral code.
- Making connections: Children will discuss key values, exploring why standing up for what is right matters in the world today and how these ideas connect to their own personal principles.

Following on from the above topic year 6 will study the core question: *"*Why do Christians believe Jesus was the Messiah?" and the school vision's big question *"How can believing in a God of miracles make a person look at the everyday natural world with a sense of limitless possibility?". This will be achieved by:*

- Making sense of belief: Pupils will learn what the Old Testament says about a promised Messiah and explore why Christians believe Jesus fulfilled these expectations, while Jewish people hold a different view.
- Understanding the impact: We will look at how Christians understand Jesus's birth, life, death, and resurrection as part of God's plan to restore the relationship between humanity and God.
- Making connections: Children will discuss what it means to need a "rescuer" or "saviour" across different worldviews, making links to how people today seek forgiveness, hope, and reconciliation in their own lives.



In history this term, we will be answering the question, 'Were the Vikings really vicious?'. We will begin by considering the chronology of various time periods within British and world history. We will then study primary and secondary sources to understand how and why they invaded Britain. We will seek to unravel the reasons why the Vikings are often portrayed as 'vicious', and evaluate to what extent this is a fair judgement.



The World

Pupils will name and locate some of the countries of the world. We will look at the world's climate zones and explore how location affects climate. We will focus on Australia where pupils will learn about the increasing incidences of bushfires. The children will learn about the global issues of trade, food production and energy supply.



This term we will be looking at songs from a number of genres but in particular soul and pop. Songs will include, "Do what you Wanna", "Sunshine on a Rainy Day" and "You're my Best Friend". We will listen and discuss the form, texture, emotions and time signatures of songs before learning to play an accompaniment along with them. We will also explore improvisation and composition. The principal instrument used will be the glockenspiel. Each unit will culminate in a class performance in order to enhance performance and ensemble skills.



Y6 have already suffered through the worst lesson of the year, being made to play games all lesson in the name of research. This should enable them to think about what type of Scratch game they would like to design and create this year. The next few lessons up to Christmas will include storyboarding their game, further research (using a collaborative approach) into skills they will need to make it.

Our PE lessons are built around four main areas of development: Physical, Cognitive, Social and Emotional. Whatever the PE topic, we aim to develop the whole child - physically, cognitively, socially and emotionally - while helping every pupil live out our values of Joy, Wisdom and Courage. In PE this term we have started with Netball. Pupils have been working on consistently applying effective attacking and defensive skills and being able to apply these in a variety of game-based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, and beat the opposition. Pupils will refine their understanding of the positions and rules of the game. We will then move onto our Gymnastics topic. The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2. Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.



French

Bonjour. Comment ca va? In french, we will be recapping basic introductions and greetings before learning the alphabet in order to be able to give spellings. We will also learn the names of some of the major French cities. We will investigate and talk about what there is to see in Paris and its culture before building on this to begin to be able to give directions. We will learn the phonics: "an", "in", "ou" and "u". We will also look at prepositions and sentence building before looking at the excitement of a French Christmas Market.



In our first puzzle piece ' Being me in my world. In this puzzle, children reflect on the year ahead, embracing joy as they set personal goals and drawing on courage to express their worries and fears while exploring how to feel welcome and valued. Across the six Pieces, children develop wisdom by exploring what it means to be a global citizen—comparing wants and needs, learning about children's rights, and understanding how their choices affect people locally and worldwide. Children exercise wisdom to connect rights, responsibilities, rewards, and consequences to the Learning Charter, working collaboratively to agree on shared expectations and safe behaviour. By exercising courage to model positive choices and voice their opinions within a democracy, children experience the joy of building a strong, unified school community, with the whole-school Learning Charter as their shared outcome.

We will then be moving onto our second Jigsaw piece ' Celebrating Difference.In this Puzzle, children exercise wisdom to explore what "normal" truly means, challenging assumptions and developing genuine empathy for people who are different. They show courage by examining tough issues like prejudice, discrimination, and protected characteristics, reflecting honestly on their own attitudes and standing up for equality and respect. Across the six Pieces, children draw on wisdom to understand power imbalances, why bullying might happen, and how to manage their feelings and solve problems safely. They find joy and inspiration in the achievements of remarkable individuals—including disabled athletes—reflecting on perseverance and the power of a positive mindset. By finding joy in every person's uniqueness and demonstrating the courage to promote fairness, children build a culture where everyone feels valued and included.

If you have any concerns, then please do not hesitate to get in touch with the Year 6 team.

Yours sincerely,

Mrs Hodgins, Mr Winn and Mrs Corbin