

Year 6 Summer Update

1st Half Term



April 2026

Dear Parents,

We hope you had a restful, relaxing, and enjoyable Easter break. We are delighted to welcome all the children back to school and are looking forward to a great summer term. It is hard to believe that we are entering the final term of this academic year already and with it the final term for your children at La Moye School! By now, all pupils should have settled back into the routines of school. Included below is some general information about the coming first half of the Summer Term along with some key dates for the term ahead.

We will continue to promote the children taking ownership of and responsibility for their own learning as well as behaviours in readiness for secondary school.

We ask that all students have the necessary equipment for lessons:

One pencil case including a pencil, blue/black handwriting pen and pink/red pen, a rubber, a sharpener, a glue stick and a 15 cm ruler. Coloured pencils, protractor and highlighter pens are also desirable.

Diary Dates (Full Term Ahead):

Start of Term	Tuesday 21 st April
True Grit Wet Wheels Challenge (information previously sent out - optional)	Sunday 26 th April
Bank Holiday (children not in school).	Monday 4 th May
Sponsored Walk	Friday 8 th May
Liberation Day (children not in school).	Saturday 9 th May
Visit to Jersey War Tunnels	TBC.
Liberation Tea Party	TBC.
KS2 National Curriculum Testing Week	Monday May 18 th - Thursday 21 st May
Half Term	Monday 25 th May to Friday 29 th May
Speak Up, Speak Out Event	Wednesday 1 st July
Secondary School Transition Days	Thursday 2 nd July and Friday 3 rd July
Sports Day	Tuesday 7 th July
Celebrating Learning Afternoon	Friday 10 th July
PTA Summer Event.	Friday 10 th July
Cinderella Performance	TBC
Leavers' Assembly	TBC
End of Term	Friday 17 th July

Uniform:

A reminder for correct uniform to be worn please. We have had a few incidents of children wearing white trainers with their school uniform. Please ensure sunscreen is applied and sun hats are in school where necessary. We hope you are pleased with the Year 6 leavers hoodies; we think they are great! A big thank you to the parents who helped with this. A reminder that children are allowed to wear them on a daily basis, however on transition days to secondary school they will need to wear their full uniform and not hoodies. Finally, children should not be walking around school with their hood up.

Transition:

This is an important term for Year 6 pupils culminating in their transfer on to Secondary School. With this in mind, we shall be involving our pupils in the transition process as much as possible, for example visits from

secondary staff along with additional visits to Secondary Schools where relevant. All children will spend two days in their respective secondary schools on Thursday 2nd July and Friday 3rd July.

End of Year Production

We are excited to be able to put on a 'live' performance at the end of the year - '**Cinderella Rockerfella**'. In our music lessons we will learn the songs for our upcoming production focusing on the performance. Children will be introduced to the songs, script and character parts and will be invited to sign up for the part they wish to audition for. Auditions will take place during the week of Monday 4th May, after which a letter will come home detailing relevant parts, costume and prop requirements. If there are any parents who could spare time to assist with the making of props, do let us know. We will schedule rehearsals both in and after school. More details to follow shortly.

Key Stage 2 National Curriculum Tests:

KS2 National Curriculum Tests (SATS) will take place during the week beginning Monday 18th May. Results will be sent to schools during the final weeks of the Summer Term and will be forwarded to parents. We will complete some revision work, involving familiarising children with the kinds of questions asked, something we have already started. Later in this curriculum update we have identified some websites that are useful sites to support the children's learning should they wish to do some additional work at home. We will be setting some short 10 minute tests for the children to complete at home as part of their homework schedule as well.

Homework:

Homework will continue as scheduled below. In addition, children will be set additional practice in the 3 fundamental areas of 'Reading', 'Spelling, Grammar and Punctuation' and 'Maths' as part of their homework this half term.

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Reading. • TTRockstars / Rollama / Lexia. 	<ul style="list-style-type: none"> • Reading. • TTRockstars / Rollama / Lexia. 	<ul style="list-style-type: none"> • Reading. • TTRockstars / Rollama / Lexia. • Maths (for the following Monday). • Spellings (for following Monday). 	<ul style="list-style-type: none"> • Reading. • TTRockstars / Rollama / Lexia. 	<ul style="list-style-type: none"> • Reading. • TTRockstars / Rollama / Lexia.
<ul style="list-style-type: none"> • 10-minute Reading Practice Test. 	<ul style="list-style-type: none"> • 10-minute SPAG Practice Test. 		<ul style="list-style-type: none"> • 10-minute Maths Practice Test. 	

Please be aware that there will always be slight fluctuations with the homework schedule depending on what is going on during the week, particularly with a busy summer term ahead.

Curriculum Updates

Reading:

We will continue to read both fiction and non-fiction texts and develop both written and verbal responses where children will have to answer literal as well as inferential and deductive questions. This will include practice SATS-type questions.

Writing:

Firstly, we will complete our book study of the book 'Unusual Creatures' which we started at the end of last term and which the children are really enjoying. We will then be studying two learning journeys related to the books '**The Arrival**' and '**Where The Poppies Now Grow**'.

The Arrival - this is a book of illustrations without words, a silent graphic novel. Through a series of connecting images, it tells the story of an anonymous migrant leaving some unfortunate circumstances in his home country, crossing an ocean to a strange new city, and learning how to live here.

Where The Poppies Now Grow (Poetry) - a poetry book telling the story of two friends who share their experiences of WW1.

Both books will support children's writing and our new topic.



OUTCOME: To write a playscript about the ending of the story when the family have settled in their new home.

EFFECT: To entertain, engross and encourage the reader to consider what life is like for people forced to leave their homes.

Purpose: To inform and entertain.
Audience: Parallel Class.
Form: Playscript.



OUTCOME: To write a poem following the theme of war.

EFFECT: The emotions of the reader will be moved to anger and sadness by the theme of the futility of war.

Purpose: To inform, entertain and engage the readers in the consideration of war.
Audience: Year 6.
Form: A Poem.

Maths:

Throughout the half term we will be revising key concepts in preparation for the KS2 tests along with a focus on Number, Geometry, Measures, Position and Movement and Data Handling. In particular:

- To identify the value of each digit in decimal numbers.
- To add, subtract, multiply and divide numbers involving decimals.
- To multiply and divide numbers by 10, 100 and 1000.
- To solve word problems linked to decimals.
- To recall equivalence between simple fractions, decimals and percentages.
- To calculate percentages of quantities and amounts.
- To calculate area and perimeter of rectangles and compound shapes.
- To calculate area of parallelograms and triangles.
- To calculate the volume of boxes.
- To investigate angles, for example types of angles, vertically opposite, along a straight line.
- To know the sum of angles in a triangle and quadrilateral.
- To know the properties of 2D shapes.
- To name the parts of a circle; to calculate diameter and radius using parts of a circle.
- To construct triangles using a protractor and ruler.
- To construct the nets of 3-D shapes by identifying the faces and the 2-D shapes that construct them.
- To describe the position of objects and points using coordinates on a grid.
- To describe the reflection and translation of shapes on a coordinate grid.
- To calculate the average (mean) of sets of values.
- To read and interpret tables, pie charts and line graphs.
- Other aspects already covered but in need of consolidation.

In addition to the above, we will continue to make every effort to develop our students' mental maths skills on a daily basis, ie) the ability to think quickly. This continues what we have been doing up to now. Please could children go on to Times Tables Rock Stars regularly as this will help significantly. All children have their own logins for these. This is a regular homework expectation.

Computing:

This half term we will complete our coding unit using J2 code. The new unit is a 3D modelling unit. All lessons are on Google classroom allowing access at home should the children wish to do more.

P.E.:

P.E. for both Year 6 classes will be two hours a week on Thursdays (outdoors - Gaelic football) and Fridays (indoors - Padel). Padel will be at Les Ormes Centre and children will be transported there and back for their session. Please ensure children have any necessary inhalers for P.E. and any earrings covered/taken out.

Topic:

Initially, we will complete our unit on World War 2, started last term which the children are enjoying. This half term, we will then be studying a topic called '**The Occupation of Jersey**'. This naturally looks at the context of WW2 and the impact it had in Jersey. Throughout this unit we will be developing the students' history, geography, science, art and DT skills in a cross-curricular way. The children will:

- Place the current study on a timeline in relation to key events.

- Conduct an in-depth study on key aspects from the Occupation, eg) evacuation, the German air raid, arrival of the Germans, resource shortages, deportations, labour camps in the island, censorship, restrictions, Liberation.
- Use a range of primary and secondary sources to find out more about the Occupation.
- Summarise life in Jersey during the Occupation.
- Visit the Jersey War Tunnels.

We also aim to:

- Hold a Liberation Day party.
- Visit a German bunker (if time).
- All the above trips/activities are subject to availability and if we can fit them all in.

Science:

As part of the Science curriculum, we will complete a unit of study on 'Light'. This will involve learning about the following:

- 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.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

PSHE (Personal, Social, Health, Education):

In our PSHE sessions, our focus this half term will be on '**Physical Health and Mental Wellbeing**'. This will centre on what affects mental health and ways to take care of it, managing change, loss and bereavement and managing time online

Mental Health - that mental health is just as important as physical health

Mental Health - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.

Changes Including Bereavement - about the changes that may occur in life.

Screen Time - how balancing time online with other activities helps to maintain their health and wellbeing

In addition, we will start a unit on '**Growing and Changing**'. This will centre on human reproduction and birth, increasing independence and managing transitions.

Growing Up, More Independence - recognise some of the changes as children grow up eg) increasing independence *and* about what being more independent might be like, including how it may feel.

Transition - about the transition to secondary school and how this may affect their feelings *and* about how relationships may change as they grow up or move to secondary school.

Sexual Intercourse - identify the links between love, committed relationships and conception and what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.

Pregnancy - how pregnancy occurs, ie) when a sperm meets an egg and the fertilised egg settles into the lining of the womb *and* about the responsibilities of being a parent or carer and how having a baby changes someone's life.

Key Vocabulary:

Self-esteem, pubic hair, menstruation, semen, erection, tampon, breasts, hormones, wet dream, ovulation, sanitary towel, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, fertilises, attraction, sexual intercourse.

The 'Sex and Relationships Policy' which has further information is on the school website for you to read through should you wish to. If you have any questions or concerns about any of the subjects identified, then please get in touch.

In addition, we will continue to check in regularly with the children in terms of how they are feeling at various points during the week and how we as a class can support.

Religious Education:

The focus this half term is on the following key question: 'For Christians, What Kind of King Is Jesus?'

French:

Mrs Lopez will continue to teach French each week to the class.

Useful Websites:

Literacy

Children have logins for this! Super helpful in preparation for SATS: <https://www.rollama.com/login/>

<https://www.poetry4kids.com/>

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Maths

<https://corbettmathsprimary.com/content/> (lots of maths practice)

<https://play.ttrockstars.com/auth/school/student/74099>

<https://nrich.maths.org/>

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

Finally:

As always, if you have any concerns or questions, do please get in touch. Our contact details are identified below.

We look forward to a busy and enjoyable start to the Summer Term.

Many thanks,

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