

Eagle Owls Class

Summer: Second Half Term June 2026

Whole School value of the Half Term: Respect

Show proper respect to everyone, love your fellow believers. 1 Peter 2:17

Be kind and honest and you will live a long life; others will respect you and treat you fairly. Proverbs 21:21

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. Matthew 17:12

We hope that you have had a wonderful break and are enjoying the first few days of the half term. I can't believe we have made it to our final half term for the year 6 children at Hambleton CE Primary School! We are nearly at the time of waving goodbye to our fabulous cohort and them beginning their new chapter in year 7! It is all very exciting but we hope we have planned an equally exciting final half term!

Our whole school topic for the summer '*Questions and Creativity*' continues and will culminate with an ending celebration. We are looking forward to so many events this term including our annual sports week, 'Hoodwinked' performances, transition activities and trip to the renewable energy island at 'Howsham Mill'

A 'Curriculum map' has been attached to the initial email at the beginning of the term outlining the topic areas in more detail for the whole term. English and Maths are taught on a daily basis whilst other subjects are taught weekly, using a thematic approach. The English learning sequence includes aspects of grammar, punctuation and spelling (SPAG). These areas outlined below will be studied in the summer term.

English genres Summer 2026

Narrative: Classic fiction, Modern classic fiction, Shakespeare (Macbeth / Romeo and Juliet)

Biography and autobiography

Dilemma: action and suspense

Characterization

Dialogue
Summer 2026 Spelling Coverage
Year 6
Learning to spell and write in context words from the statutory Y5/Y6 word list - found in your child's Home School Journal is also part of the expected homework.
<p>Spellings including:</p> <p>Words from statutory spelling lists: review</p> <p>Words ending in 'ant', '-ance' and '-ancy'</p> <p>Root words and meaning</p> <p>Words ending in '-ent', '-ence' and '-ency'</p> <p>Homophones (draught/draft, dissent/descent, precede/proceed, wary/weary)</p> <p>Changing verbs and nouns into adjectives (suffixes)</p> <p>i before e rule</p>
Spring 2026 Grammar & punctuation Coverage
Year 6
Revision of all Year 6 work

Our PSHE topic this half term is titled 'Changing Me'. The sequence of learning is detailed below, including the vocabulary, learning intention and social/emotional developmental learning.

Sequence	Vocabulary	Learning intention (child spoken)	Social and emotional developmental learning
Understand that everyone is unique and special	My Self Image <ul style="list-style-type: none"> Self-image Self-esteem Real self Celebrity 	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	Puberty <ul style="list-style-type: none"> Opportunities Freedoms Responsibilities Puberty 	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in themselves	Babies: Conception to Birth <ul style="list-style-type: none"> Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife 	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
Understand and respect the changes that they see in other people	Boyfriends and Girlfriends <ul style="list-style-type: none"> Attraction Relationship Pressure Love Consent 	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

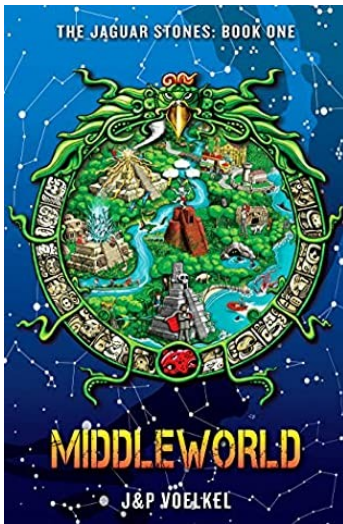
(As above)	Adolescent Friendships <ul style="list-style-type: none"> • Independence • Identity • Values • Relationships • Pressure • Adolescent 	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate
Know who to ask for help if they are worried about change	Real self and ideal self <ul style="list-style-type: none"> • Self-esteem • Negative body-talk • Choice • Feelings/emotions • Challenge • Mental health 	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
Are looking forward to change	The Year Ahead <ul style="list-style-type: none"> • Transition • Secondary • Looking forward • Journey • Worries • Anxiety • Hopes • Excitement 	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next

The pupils are taught Maths using the 'Mastery approach'. Regular practise of instant recall facts such as multiplication facts/related division facts, and concepts such as time that you can do with your child to support their learning will be greatly appreciated. This summer half term in Maths, we will cover the following areas: statistics, shape and space and mathematical investigations/projects. Problem solving and reasoning aspects will be fully incorporated into each of these Maths areas.

We have been using 'Times table Rockstars' throughout the school to support home learning. Please encourage your child to use their log on, so they can become one of our 'speediest stars' and continue to consolidate and enjoy learning their multiplication tables. During this half term, we shall be battling other year group classes in the 'Battle of the Bands' Time table Rock star contests.

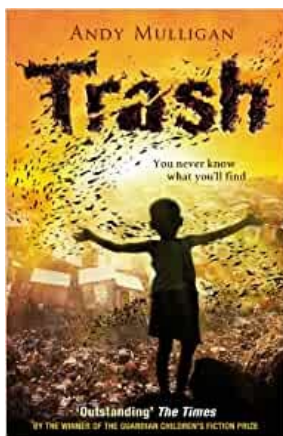


The children have all greatly enjoyed our class novels this year, holding the most amazing class discussion involving aspects about the different characters, themes, and plot lines, becoming immersed in these longer reads. They have become fascinated with finding the links between each of the 'Novels' and understanding the interwoven plot lines. These are the Novels we shall be studying this summer half term:



As I see it,' said Max, 'all that stands between humankind and the end of the world is two talking monkeys, a crazy archaeologist covered in red paint, and a couple of kids with blowguns. Am I right?'

Fourteen-year-old Max Murphy, video-gamer extraordinaire, is furious when his archaeologist parents cancel the family vacation to go on a dig in Central America. But things go from bad to worse when Max is summoned to join them, only to discover that his parents have vanished. With the help of Lola, a fast-talking, quick-thinking Maya girl, Max embarks on a quest to find out just what's going on. Soon Max and Lola are running for their lives in the perilous rainforest, as they unlock ancient secrets, meet mysterious strangers, and begin to understand that, in San Xavier, nothing is ever as it seems.



The tale of 3 dumpsite boys, Raphael, Gardo and Rat, who live on the trash heaps of Behala and sort through it, hoping to find anything they can sell or recycle. Their lives are rugged, poverty stricken, unadventurous. However, this changes when the boys find something in the trash: a bag, with a key and a wallet.

This half term's homework will be project based around our History (Mayan) and Geography (Biomes of the world) topic. The challenge can be completed by the final weeks of term to share with the class.

PE sessions this term will take place on a **Friday afternoon** and our 'active session' is on a **Tuesday afternoon**. However, PE days may vary, depending upon weather. Pupils will need to wear red t-shirt and black shorts. For outdoor games the children may also wear additional warm clothing suitable for the activity - appropriate footwear (trainers or boots) and a change of socks are also necessary. No jewellery should be worn for health and safety reasons, and earrings should be removed. If your child cannot remove their own, it would be helpful if they were to leave them at home on days when they know they are doing physical activities.

We are looking forward to the KS2 performances of 'Hoodwinked' in July, as the children are working hard in their after-school rehearsal.



Thank you for all your continuing support and I very much look forward to the exciting learning opportunities that have been planned for the half term ahead.

If you have any further questions, please come and see me at any time or telephone the school.

Wishing you all a fabulous 'Summer half term' ahead.

With all best wishes

Mrs S. Fogg

