



## Eagle Owl Class

Spring 2026



Happy New Year everyone! Our Christian values for this Spring half term is 'courage'.

Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love - 1 Corinthians 16 13-14

Be strong and courageous. Do not be terrified: do not be discouraged for the Lord your God will be with you wherever you go. Joshua 1-19

### Our whole school topic is

### 'Let's Explore the World'

I hope you have all had a wonderful Christmas and a relaxing start to the New Year, 2025. The children had a super Autumn term and we were so proud of their attitude and achievements. We are looking forward to another fantastic, hardworking Spring term full of exciting learning and new opportunities. The class have showed a great determination to succeed and to do their very best.

The children have settled well back into the school routine and have made a super start to the new term. Our whole school topic theme for Spring is 'Let's Explore the World!'. To launch the whole school topic, the children have been listening to, exploring and discussing music from around the world.

A fun, stimulating and varied curriculum has been planned for this 'Spring' term. A 'Curriculum map' has been attached to the email outlining the topic areas in more detail, and a further copy can be found in your child's 'Home School Journal'. English and Maths continue to be taught daily, 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 Spring term.

#### Spring 2026 English

##### Fiction

**Focus:** Character, poetry, narrative

##### Non-Fiction

##### Text Type:

Information texts

Autobiography/biography

Persuasion

#### Spring 2026 Spelling Coverage

*A copy of the statutory spelling list can be found in your child's 'Home School Journal'*

##### *Spellings including:*

*Fer : stressed and unstressed sounds*

Words with -cious - -tious

Strategies for learning words: words from the statutory spelling list

Words ending -cial and -tial

Generating words from prefixes and roots

Homophones e.g. dessert, desert, stationary, stationery

-tion -sion

Prefixes and suffixes

Spring 2026 **Grammar & punctuation Coverage (Including Revision of previous term)**

<https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-6-age-10-11/>

Active and passive

Tenses: simple, progressive and perfect tenses

Apostrophes for possession and contraction

Commas and Inverted commas (dialogue)

Clauses and phrases: embedded clauses

Verb tenses - subjective form

Semi colons, colons, brackets and dashes

Cohesive devices

Dialogue - grammar

Spring 2026 Maths **Coverage**

Measure: capacity, length and mass - Review from last term

**Ratio:**

Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes

**Algebra**

Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns

**Decimals**

Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context

**Fractions, decimals, and percentages**

Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values

Mathematical areas for the Spring's second half term:

**Area, perimeter and volume**

**Statistics**

**The four operations (add, subtract, multiply and divide) - calculations**

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. Everybody has a '**Maths Passport**' which can be used to help you child practise the relevant mental arithmetic skill. Your child also has a login to **Times Table Rockstars** and can be used to make regular times table practise fun and successfully boost times tables recall speeds.



We use our exciting 'Jigsaw' scheme to teach **PSHE** weekly (for more details on Jigsaw see PSHE under the Curriculum section of our website). Every Jigsaw lesson includes a focus on mindfulness. In Eagle Owls, this half terms unit is called '*Dreams and Goals*' and includes a focus on aspirations, how to achieve goals and understanding the emotions that go with this.

Weekly Celebration	Piece and Vocabulary	PSHE learning intention	Social and emotional development learning intention
Stay motivated when doing something challenging	<b>1. Personal Learning Goals</b> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Goal</li> <li>• Learning</li> <li>• Strengths</li> <li>• Stretch</li> <li>• Achievement</li> <li>• Personal</li> <li>• Realistic</li> <li>• Unrealistic</li> </ul>	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)	I understand why it is important to stretch the boundaries of my current learning
Keep trying even when it is difficult	<b>2. Steps to Success</b> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Hope</li> <li>• Goal</li> <li>• Feeling</li> <li>• Achievement</li> <li>• Success</li> <li>• Criteria</li> <li>Learning steps</li> </ul>	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
Work well with a partner or in a group	<b>3. My Dream For the World</b> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Feeling</li> <li>• Achievement</li> <li>• Global</li> <li>• Issue</li> <li>• Suffering</li> <li>• Concern</li> </ul>	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
Have a positive attitude	<b>4. Helping to Make a Difference</b>	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations

	<ul style="list-style-type: none"> <li>• Dream</li> <li>• Achievement</li> <li>• Money</li> <li>• Sponsorship</li> <li>• Suffering</li> </ul>		
Help others to achieve their goals	<b>5. Helping to Make a Difference</b> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Goal</li> <li>• Suffering</li> <li>• Leadership skills</li> </ul>	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
Are working hard to achieve their own dreams and goals	<b>6. Recognising Our Achievements</b> <ul style="list-style-type: none"> <li>• Admire</li> <li>• Achievement</li> <li>• Praise</li> <li>• Compliment</li> <li>• Contribution</li> <li>• Recognition</li> </ul>	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements

The year Six children are continuing to use their two SATs question homework books (English, Comprehension and Maths). Sections will be given to be completed as part of their homework on a weekly basis. Your child will be asked in school time to write down the pages to be completed and the date given, in the front of the relevant book (or information slip/page is given). This weekly homework will be given on a Friday morning to be completed by the following Wednesday morning. There will be time in class allocated to go through the homework in detail and for your child to mark it. Homework reinforces what your child is learning in school and will always be related to the weeks learning. It also gives you a further opportunity to become involved in the learning process.

**PE sessions** this term will continue to take place on a Friday PM and an active session on a Tuesday PM.

However, PE days may vary, depending upon weather and coaching staff. Please ensure that your child comes to school in their PE kit on a Friday/Tuesday. Pupils will need to wear red t-shirt, jumper and black shorts/tracksuit bottom. 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. If your child has long hair, please include a band so it can be tied back during PE sessions for health and safety reasons.

Your child's **reading experience** is much more than the reading book which comes home from school.

Reading is happening all the time in a classroom and in the school. It is taught in specific reading and English lessons, but children are practising and using their 'reading' constantly across all subjects too.

As a parent/carer/grandparent at Hambleton you can support this 'reading journey' through regular reading at home. Reading alongside your child every evening/morning and by asking questions about what is

read for at least ten minutes can make a dramatic difference to a child's achievement within school. A report from the Oxford University Press highlighted the importance of parents/carers reading with their children. 'Children who read outside of class are 13 times more likely to read above the expected level for their age'. Encouraging your child to read on a daily basis has huge benefits and develops skills that your child will carry throughout life.

There is a growing body of evidence which illustrates the importance of **reading for pleasure** for both educational purposes as well as **personal development**.

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

**Below is a list of some ways in which you could support your child in their reading.**

- ✓ Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz.
- ✓ Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- ✓ Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- ✓ Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- ✓ Read difficult texts to your child and allow them the chance to listen and ask questions.
- ✓ Read alongside your child.

Research undertaken by the Book Trust charity in November 2023 indicates that children who are read to are more likely to become adults who share books and stories with their own children or the children in their lives, continuing this positive cycle across generations.



Please note that Year 6 SATs are due to take place during **week commencing Monday 11<sup>th</sup> May, 2025**. Further information and guidance will be offered closer to May.

- **Monday, May 11:** Grammar and punctuation test (45 minutes) and spelling test (20 minutes)
- **Tuesday, May 12:** English reading test (60 minutes)
- **Wednesday, May 13:** Mathematics arithmetic paper 1 (30 minutes) and mathematics reasoning paper 2 (40 minutes)
- **Thursday, May 14:** Mathematics reasoning paper 3 (40 minutes)

Many of the children have been enjoying the opportunity to participate in our bespoke '**Hambleton Young Leaders**' initiative with the following aims:



- To learn more about themselves and others.
  - To give all children opportunity to recognise leadership skills in themselves and other people.
  - To develop new skills.
  - To learn more about relationships with peer group/other children/adults.
- To encourage co-operation, teamwork, self-confidence, independence and communication.

This as a unique opportunity, bespoke to Hambleton Primary School and we appreciate your support in enabling your child to achieve success in the scheme. Many children have completed the 'Bronze Award' and are aiming for silver this term - fantastic!

I very much look forward to working together to continue to build a partnership that will enable your child to do their very best during this term ahead at Hambleton. If you have any further questions, please just pop in and see me at any time, jot down a question in the 'Home School Journal' or give us a ring. I look forward to working with you throughout the next term.



Wishing you all a fabulous 'Spring term' ahead.

With all best wishes,

Mrs S. Fogg

