

# Shiphay Learning Academy



*Creativeness - Respecting - Aspiration - Contribution*

## Year 6 Curriculum Plan: Spring 2026

*Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.*

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



# Year 6 : Spring 2026



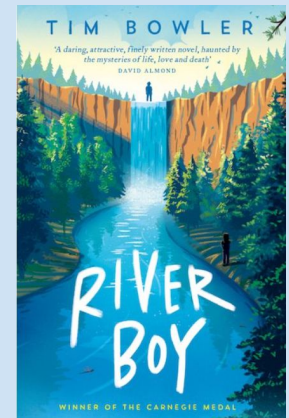
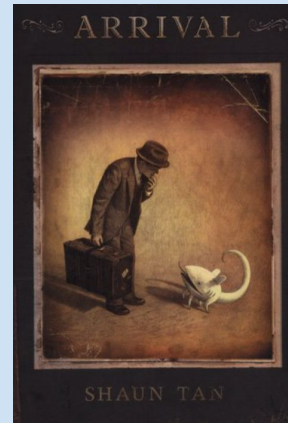
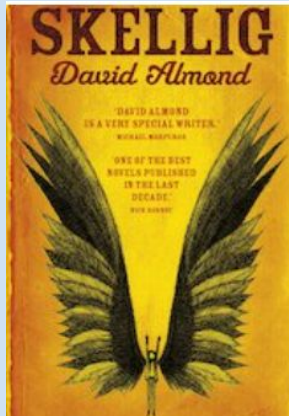
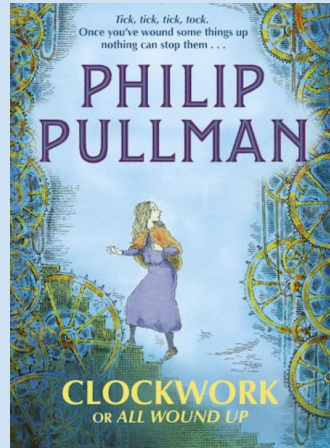
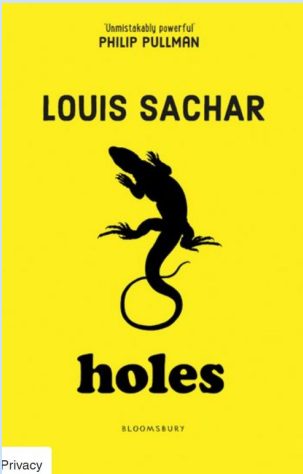
## READING from the Reading Spine

- Our class reader will be selected from the Year 6 Reading Spine. After hearing the blurbs, children will vote for the book they would like to read next.
- Our Bug Club Comprehension texts for this term include:
  - Road to Freedom - Lesa Cline-Ransom
  - Beyond the Horizon - Paul B. Mason
- Throughout this term we will look at a number of texts from past SATs papers. Answering questions, reviewing answers and techniques.
- The children are also issued a book from the 100 Recommended reads for Year 6 children. In addition to this, the children have the opportunity to read for pleasure. Children have access to their year group libraries and are encouraged to change their books regularly.

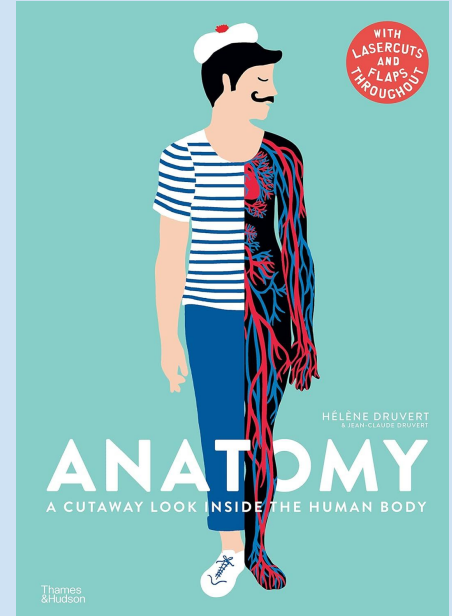
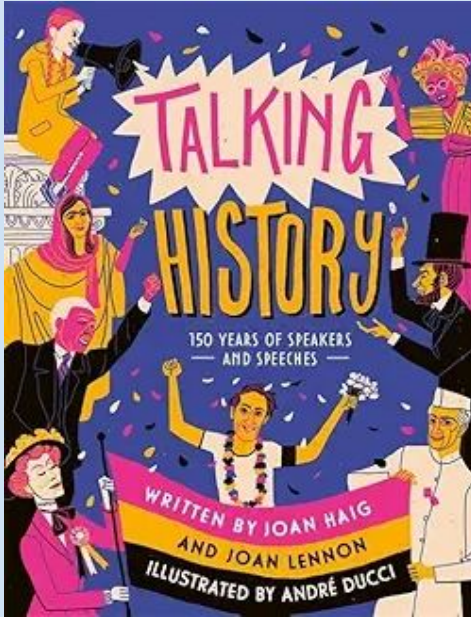
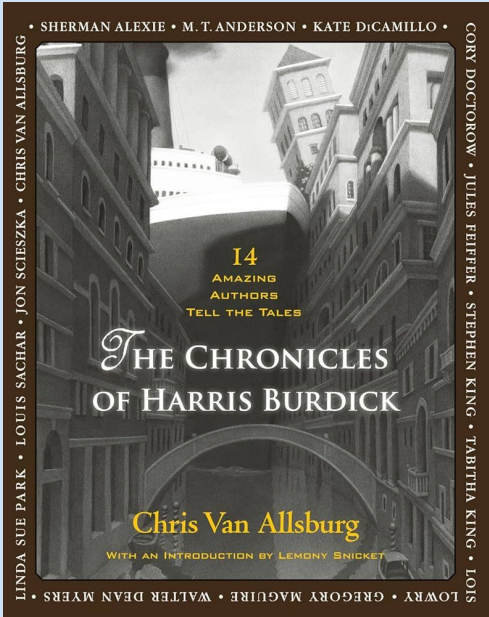
## WRITING using BookWrites

- This term we will be using three books to help inspire our children's writing.
  - The Mysteries of Harris Burdick - children will work towards writing their own mystery story.
  - Talking History - Children will study some of the world's most influential speeches. Children will write their own eco inspired speech. This ties into the Civic Award Eco Pledge.
  - Anatomy - Children will read a variety of information texts about different body systems. Children will then write their own text based on their science learning - The Cardiovascular System.
- Spellings are taught in discrete lessons each week. For home learning, children will have 3 Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed will be send out with homework on a Friday and should be brought back on a Thursday.
- Handwriting is taught using the Nelson scheme.

# Reading Spine



# Bookwrites



**You can help by:** Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly; reminding them to change their reading book in the mornings; by discussing books they have read and by visiting the library.



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OUR 3 GOLDEN RULES

SHIPHAY  
LEARNING ACADEMY

# Year 6: Spring 2026



## MATHS

This term children will be looking at the following units to begin with:

- **Ratio and Proportion:** It introduces children to the concept of ratio and proportion. Children will learn to recognise, describe and compare ratios and will represent them in different ways. They will learn how to use ratio notation to record and interpret ratios and will develop an understanding of how ratios relate to fractions. They will use a range of methods to calculate amounts from a given ratio, including totals and parts of groups, and will find the difference between unequal parts of a group. They will solve word problems and 2-step problems involving ratio and proportion. also introduces the concept of scale factors. Children will learn to interpret scales on plans and maps, using them to calculate actual size or distance. They will enlarge shapes by a given scale factor, will learn to identify whether two shapes are similar and will use calculations to deduce the scale factor.
- **Decimals:** 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; associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]; multiply one-digit numbers with up to two decimal places by whole numbers; use written division methods in cases where the answer has up to two decimal places; and solve problems which require answers to be rounded to specified degrees of accuracy.

**You can help by:** Revisiting times tables with your child daily, ensuring that they have instant recall up to 12 x 12 and know all their corresponding division facts.



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OUR 3 GOLDEN RULES

Education  
Trust

# Year 6: Spring 2026



## MATHS

The children will then continue to look at:

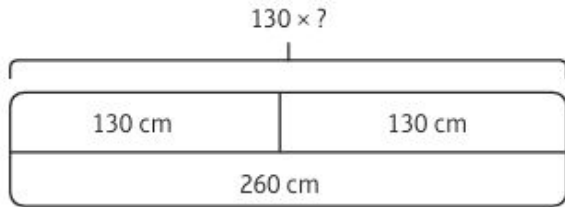
- **Percentages:** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts; compare and order fractions, including fractions  $> 1$ ; solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison; multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]; multiply one-digit numbers with up to two decimal places by whole numbers; associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $3/8$ ]; and solve problems which require answers to be rounded to specified degrees of accuracy.
- **Algebra:** The children will generalise mathematical concepts and problems, representing them algebraically as expressions, formulae and equations. Children begin by finding rules that govern number patterns. They will represent the rules they find using pictures and abstract written recording, using letters to represent variables within a sequence. Once children are able to find a rule, they will follow a number pattern, find outputs from a given input number and use a rule to find a specific value and answer. Following this, children will investigate and record formulae for finding values linked to mathematical concepts such as the perimeter and area of 2D shapes. Finally, children will solve equations using algebraic notation. They will begin with 1-step equations, move on to 2-step equations where there is one solution, and then solve equations with multiple solutions.

**You can help by:** Revisiting times tables with your child daily, ensuring that they have instant recall up to  $12 \times 12$  and know all their corresponding division facts.

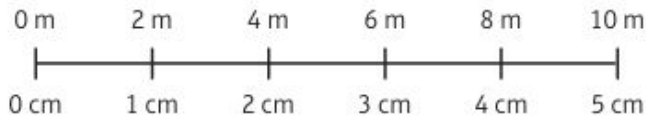
# Maths - models and images

## Ratio and Proportion

**Bar models:** Bar models are used to represent problems visually, helping children to work out the value of 1 part of ratio or the scale factor of an enlargement.

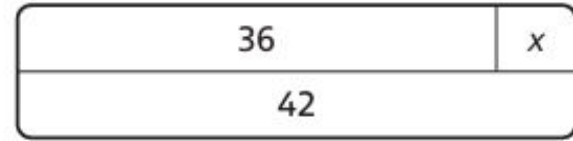


**Number lines:** Number lines are used to help children understand map scales.



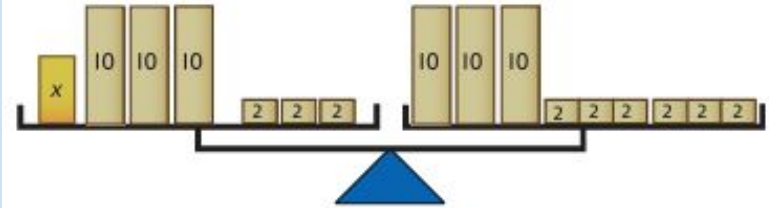
## Algebra

**Bar model:** The bar model is used in this unit to represent the different algebraic expressions, formulae and equations that children will meet and solve.



$$x + 36 = 42$$

**Balance model:** The balance model is used in this unit to help children visualise the concept of keeping an equation balanced, while trying to find an unknown number.



$$x + 36 = 42$$

# Maths - models and images

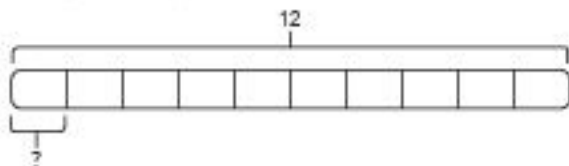
## Decimals

**Place value grid:** This model can be used with counters or digits to demonstrate the value of each digit and to show exchanges taking place between columns.

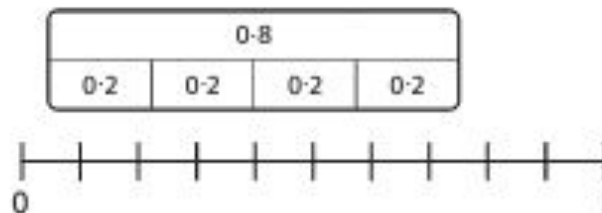
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**Bar model:** This model can be used to visually represent division calculations. It can also be used with a number line to represent equivalence.



**Number line:** This model can be used to represent multiplication as repeated addition. It can also be used with a bar model to represent equivalence.



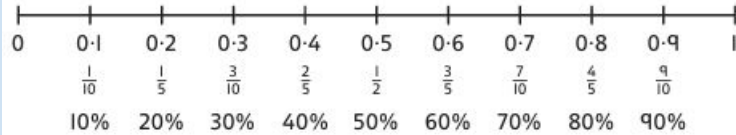
**Short division:** This model can be used to represent a fraction as division and to express a remainder as a decimal.

$$\begin{array}{r} 0 \cdot 375 \\ 8 \overline{) 330640} \end{array}$$

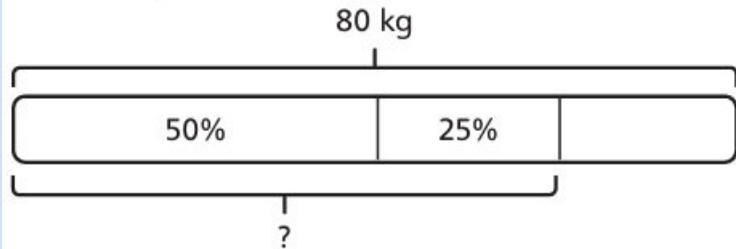
# Maths - models and images

## Percentages

**Number line:** This model helps children to visualise the order of numbers. In this unit, it will help children to understand and order decimals, fractions and percentages, and to find equivalent values.



**Bar model:** This is a powerful representation that allows children to organise information visually. It helps children to find the fraction, decimal or percentage left over in problem-solving questions. It is also used to find the total, or the difference between amounts, in fractions, decimals or percentages.





Be ready, be respectful, be safe



# Homelearning



## Reading

In Year 6, children should be reading at least four times per week for at least 20 minutes (ideally this should be daily for the best progress). Please encourage your child to read as frequently as possible at home; this can have a huge impact on *all* areas of their learning.

## Spellings/SPAG

Children will have 3 Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed and an additional grammar/punctuation sheet will be send out on a Friday and should be brought back the following Thursday.

## Maths

Children should use Times Tables Rock Stars to ensure that they have a rapid recall of all multiplication and division facts up to 12 x 12. We recommend that children practise at home at least four times a week for 15-20 mins. In Year 6, children will also receive maths arithmetic and reasoning homework to consolidate learning from lessons (homework is handed out on a Friday and should be returned the following Thursday).



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OUR 3 GOLDEN RULES



# Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing behaviour. We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Miss Alice Farmer (Assistant Head and team leader) is also available to give assistance.