

Year 6 Spring Term

Frozen Kingdoms

In January 2024, the Year 6 children begin their spring term expedition, focusing on the guiding question:

For how much longer? Is all hope lost?

Hook

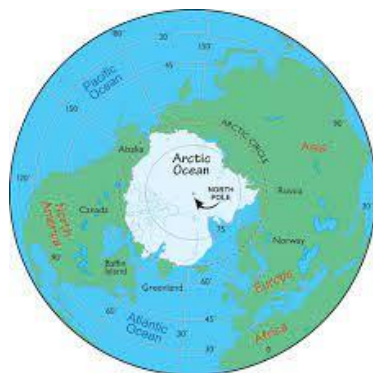
Our children will be visited by an Arctic explorer who will share his first-hand experiences; he will help us to understand what life is like in the Arctic for local people and introduce us to the geography of these extreme environments. We will also become explorers, examining his kitbag equipment during the workshop, discovering what the items would be used for. He will also help us to begin to understand how these crucial locations are changing and how this is affecting the living things that inhabit them.



Our Learning:

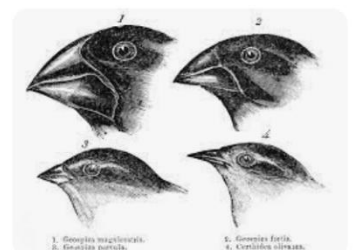


Through our learning of geography (Case Study 1) and linking to sustainability, the children will consider the issue of global warming, identifying the causes and effects. They will locate the Arctic and Antarctic Circles and later be able to explain the significance of these areas, thinking about the impact changes would have on the rest of the wider world; this will include being able to describe and understand key aspects of polar landscapes, thinking about how these will be affected by global warming. The children will learn how humans function in these places and how their lives are being affected by the change in the climate; this will include making comparisons in physical and human geography between two regions as well as how they are interconnected.



Throughout their learning, the children will develop their fieldwork skills, using satellite imagery, maps and their knowledge of grid references, lines of latitude and longitude, contour lines, and symbols and keys in maps and on globes to understand and record the geography of the areas of world focussed on.

During our learning of science (Case Study 2), we will be exploring how plants and animals have adapted to suit their environments and learn that adaptation may lead to evolution; we will consider how animals and plants in the polar regions and the wider world will be affected by global warming. We will also look at how living things are classified into broad groups based on similarities and differences before learning how to classify plants and animals based on specific characteristics.



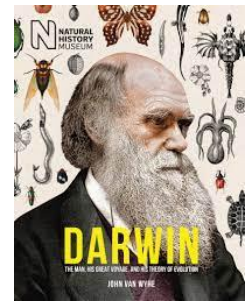
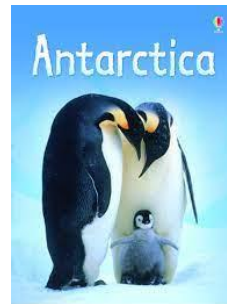
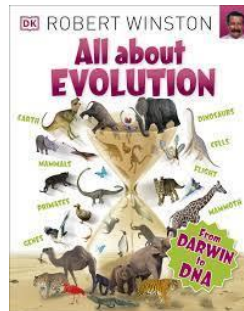
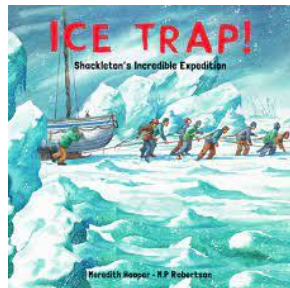


Within art (Case Study 3), we are learning how to depict movement and effect of light and how it can be portrayed in winter landscape paintings featuring the natural phenomenon, the Aurora Borealis. We will build on our knowledge and skills involving colour theory, including how to select colour to express feelings and discussing harmonious and contrasting colours and their placement on the colour wheel. We will then combine our knowledge and skills to develop ideas for our own boreal landscape paintings, purposefully controlling the types of marks and brushstrokes to create desired effects.

Final Product and Family Learning

The children will bring all of their learning together as they create campaign videos to share their research and knowledge about what is happening around the world, raising awareness and helping to reduce our impact on the world. Families will be invited in to view the campaign videos, think of their own pledges and admire the children's artwork.

Key Texts



Staff Model Product



Other subjects taught this term:

Mathematics

In Year 6, we are securing our knowledge of fractions, decimals and percentages and ensuring that we can identify and explain their relationships. We continue the term focusing on algebra, converting units, perimeter, statistics, area and volume, and ratio. To support our learning, we will use and develop our known number facts with an emphasis on relationships of number to help us with our arithmetic, problem solving and reasoning skills.

percentage	fraction	decimal
30%	$\frac{3}{10}$	0.3

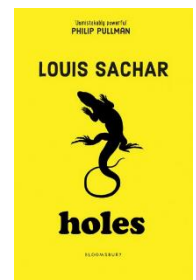
Writing



We will begin by focussing on writing non-chronological reports, firstly sentence stacking about a discovery that we can draw upon our prior knowledge of Ancient Egypt, and then using our imagination to create an important discovery that Ernest Shackleton could have made during a voyage to Antarctica. We will then develop our narrative writing skills, linking to the book 'Kensuke's Kingdom' by Michael Morpurgo.

Reading

We will begin by focussing on Holes by Louis Sachar, using this complex narrative text to develop our reading skills, including improving our ability to accurately infer and use evidence or references to the text to support our ideas; this text also allows the children to explore deep and complex themes relating to power, cruelty and the power of friendship. We will then look at range of texts to consolidate targeted skills.



Spanish



We will begin with revisiting and building on our vocabulary for adjectives for description before learning language relating to the rooms in the home and their functions. We will also consolidate our pronunciation, reading text aloud and performing a memorised poem as well developing initiating and sustained spontaneous conversations. Finally, we learn how Easter is celebrated in Mexico.

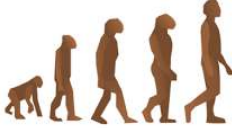
Computing

We will begin by focusing on spreadsheets, creating and building data sets and applying formulas to calculate data. We will use our skills and knowledge to plan an event and choose suitable ways to present our data. Then, we will move on to webpage creation: first, we will review existing websites and consider its structure; then we will plan the features of a web page; consider the ownership and use of images, linking to copyright; we will ensure we preview pages and outline the need for a navigation path; finally, we will recognise the implications of linking to content owned by other people.

	A	B	C	
1	Team 1	Test 1	Test 2	Test 3
2	Antony	10	11	
3	Beth	9	9	
4	Charlie	6	7	
5	Deb	6	6	
6	Ethan	10	10	
7	TOTAL			

Science

THE THEORY OF EVOLUTION



In addition to our case study learning, we are studying evolution and inheritance, recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. We also identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PSHE

To begin, we are identifying how to set realistic goals for ourselves to help us achieve our dreams. Additionally, we are looking at how we can work together to identify how to implement change into the world we live in to make it a better place.



Then, we are investigating how to live a healthy and active lifestyle to ensure that we create the best version of ourselves. Furthermore, we are comparing legal and illegal substances, to understand the difference between helpful and harmful substances. Later on, we will learn about exploitation and gangs before learning about people's attitudes towards mental health/illness and recognising stress and the triggers that may cause this.

Music



In the first half term, we will focus on dynamics, pitch and texture as we appraise the work of Mendelssohn, developing our improvisation and composition skills. Then, the children will explore the musical concept of theme and variations, discovering how rhythms can 'translate' onto different instruments.

RE

We will continue to develop our confidence with making comparisons between Christianity, Judaism, Hinduism and Islam with the focus this term being on what influences the ways people behave, what is expected of people who follow the different religions or beliefs and how and why religions and beliefs respond to global issues.



PE



This term, the children will take part in a 'Stomp' themed dance lessons as they continue to develop and build on key knowledge/skills. Lessons will focus on using gestures to develop a phrase, mirroring a partner, using an array of movements to express the intention of a dance, performing in unison as an entire class and developing finishing poses for the end of a dance. The children will also take part in tag rugby lessons with some of the key skills being developed including passing and receiving the ball on the move, tagging a player under pressure, evading a defender using a sidestep to score a try and understanding and describing at least three tag rugby rules.