Kibworth Primary School

Year 6: Spring Term 1



Frozen Kingdoms



Dear parents and carers,

Happy New Year! We hope that you had a relaxing time over the Christmas break. Despite the Spring terms being some of the shortest of the year, they are arguably some of the most important in Year 6: it is often over the next few months when we begin to see the children take off and really progress with their learning so we would encourage them to maintain the fantastic attitudes that they showed last term.

To reflect the frosty mornings outside, our topic for the next five weeks will be called Frozen Kingdoms where we will learn about the polar regions of our planet. For centuries, humans have been fascinated by these desolate lands that top and tail our planet. We intend to look beyond the ice and snow to investigate what life is like in this vast wilderness and seek out the heroic stories of survival and subsistence in The Frozen Kingdoms. To finish, we will start to think about the future of these places and how the actions of humanity are affecting the Poles of our planet.

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| **Literacy** | |
| **To write a persuasive leaflet about the Arctic** | **To write a explorer themed narrative** |
| To begin this term off in English, we will be exploring the purpose of writing to persuade. Children will look at examples of persuasion, exploring the type of language, vocabulary and cohesive devices used in this type of writing. Children will then apply their skills to write a piece of persuasive writing encouraging people to visit the Arctic linking in to our Frozen Kingdoms topic.  [Image result for arctic holidays](https://www.bing.com/images/search?view=detailV2&ccid=39kKABVd&id=17936FEF69CA3404300C5CAD70ADF8CBC52960C9&thid=OIP.39kKABVddK80ZWLvq0LPLAHaEo&mediaurl=http://www.arcticholiday.co.uk/wp-content/uploads/2016/09/tours-northernslights-road-shadows-kroxxxx.jpg&exph=1200&expw=1920&q=arctic+holidays&simid=608053586173691616&selectedIndex=0&adlt=strict) | For the second part of the term, we will begin to explore narrative writing in more detail. Children will investigate the structure of narrative writing whilst considering development of character and speech. Alongside this, children will re-visit their use of higher order punctuation. The children will then use all of these skills to create their own Polar expedition themed narrative story.  [Image result for arctic explorers](https://www.bing.com/images/search?view=detailV2&ccid=6fcv+XNv&id=38DC9F44813B4724A5E2208C00C4FE5A5838AEAB&thid=OIP.6fcv-XNvgWtYRG1sH-kYawHaEK&mediaurl=https://i.ytimg.com/vi/WJWTzj-r2xk/maxresdefault.jpg&exph=720&expw=1280&q=arctic+explorers&simid=608002617803277753&selectedIndex=1&adlt=strict) |
| **Maths** | |
| **Shape and Measures** | |
| This term in Maths, children will re-visit their work on the four areas of calculation to ensure that they are accurate and fluent. This is a vital area of Year 6 maths and it is important that children continue to practise this. As a result, each week, children will receive a standalone calculation session in addition to normal maths sessions.  They will then have a focus on measures. We will start with angles: children will consolidate measuring and drawing angles then moving onto to calculating angles within shapes. Following on from this, children will learn how to calculate area, perimeter and volumes of 2D/3D. To conclude, children will consolidate skills in converting between measures (both imperial and metric). This will include the application of how to mentally multiply and divide by 10, 100, 1000 in order to solve problems involving conversion of measures e.g. converting km into m or g into g. | |

**Key areas of learning:**

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| **Science** | **Geography** | |
| * Classify living things into broad groups according to observable characteristics and based on similarities and differences * Know how living things have been classified * Give reasons for classifying plants and animals in a specific way * Know how animals and plants are adapted to suit their environment * Know that adaptation over time links to evolution | * Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. * Plot the tropics and equator * Relate different maps to each other and to aerial photos. * Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. * Use latitude/longitude in a globe or atlas. * Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. * Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. * Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. * Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. | |
| **Art** | **R.E – Creation** | **Computing – Graphical Modelling** |
| * Create printing blocks by simplifying an initial journal idea. * Use relief or impressed method. * Create prints with three overlays. * Work into prints with a range of media e.g. pens, colour pens and paints. | * Describe the story of Creation and understand its religious importance. * Identify the type of text that Genesis is and explain its purpose. * Show an understanding of the meaning of Genesis and compare different interpretations. * Suggest reasons why many Christians find Genesis and science complementary. | * Independently select the most appropriate ICT tools for intended purpose and audience. * Routinely evaluate and improve work as part of the design process. * Use a range of digital devices to produce digital ‘content’. |

**Outline of Learning Journey**

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| **Week 1 and 2 : Arctic vs Antarctic** | | |
| See the source image | | Children will use atlases to locate the Arctic and Antarctic and compare their position to some of the key lines of latitude that run around the earth. The children will then compare the physical features of these two polar regions by investigating climate, plants, animals and topography. |
| **Week 3 : Which animals call these polar regions home?** | | |
| [Image result for polar animals](https://www.bing.com/images/search?view=detailV2&ccid=yvVZZ0vD&id=6DE834A3F01E991D293A2B412DFDEC89C51C0B1D&thid=OIP.yvVZZ0vDCRyyxMU2Y70GkgHaFA&mediaurl=http://www.fws.gov/home/feature/2008/polarbear012308/2008polarbearphotos/polar_bear_scott_schliebe_usfws.JPG&exph=2567&expw=3791&q=polar+animals&simid=608002257029498563&selectedIndex=51&adlt=strict) | | Children will recap previous learning linked to the classification of animals and apply to the animals found in these polar regions. Children will then investigate how these animals have adapted to their habitats in order to survive. Finally, children will learn about food webs found in polar regions and how keystone species can impact whole food chains. |
| **Week 4: Human exploration of the poles** | | |
| [Image result for human exploration of poles](https://www.bing.com/images/search?view=detailV2&ccid=5BnfxvSc&id=F8EA0DF422494C723C12E891CB7E424A0917FA24&thid=OIP.5BnfxvSc99SrSFYwUbuabAHaE8&mediaurl=http://en.es-static.us/upl/2013/01/Mawson_McKay_David-e1358292415565.jpeg&exph=400&expw=600&q=human+exploration+of+poles&simid=608001870481852811&selectedIndex=0&adlt=strict) | | Having learnt about the animals that call the polar regions home, children will learn about the human exploration of these places. They will learn about the successful and unsuccessful attempts to reach the North and South Pole. Using their own knowledge, they will discuss what mistakes were made some of the unsuccessful missions. |
| **Week 5: The future of the poles** | | |
| See the source image | | Children will learn about how human activity is impacting the polar regions in particular the Arctic. They will learn about global warming and the causes of this and how this in directly impacting the ice caps in the Arctic. |
| **Week 6: Express** | | |
|  | Children will share all of their learning by making a David Attenborough style documentary all about the Antarctic and Arctic. | |

**Key Information:**

* P.E in Year 6 will take place on a Wednesday and a Friday afternoon

Please make sure that children have appropriate clothing and footwear for the changing weather.

* Homework is given out on a Friday and will comprise of a mixture of Maths, Spelling and Grammar or Reading. It is due back in the following Wednesday. We understand that due to busy schedules, children on occasions find it difficult to find time to complete homework at home. If that is the case, we can find time for them during school time to complete this.
* Reading Diaries will be checked daily in Year 6 to keep track of the reading that is taking place.

**Things that you could do at home that could really make a difference to learning:**

* Please continue to support your children with their reading at home. With the new curriculum, standards have increased and it is vital that children in Year 6 continue to read regularly to improve their fluency, reading comprehension and understanding of language.
* Rapid recall of times tables is absolutely key to succeeding with maths in Year 6. Key areas of our curriculum such as calculation, fractions and percentages are underpinned by a sound knowledge of these facts. Please continue to encourage your children to practise these at home. We will have times table races every week at school to practise.

We look forward to working with you and your children this year. If you have any questions or concerns, please do not hesitate to contact us.

Mr Roantree, Miss Cornish and Miss Hyman

Year 6 Teachers

**Here are a few websites that may help to support your child’s learning during his half term.**

**Maths:**

Century Maths

<https://app.century.tech/login/>

Interactive games to practise times tables

<http://www.oswego.org/ocsd-web/games/mathmagician/mathsmulti.html>

Times Table Rockstars

<https://ttrockstars.com/login>

Maths activities

<http://nrich.maths.org/frontpage>

**Literacy:**

Grammar

<http://www.ks2phonics.org.uk/Clausesandconnectives.html>