

The Half Term Ahead

Year 6: Spring 1

Earth Charter links: Life

Big Question: Do our actions impact the lives of others?

Launch Event: Migration workshop
Visits, visitors & trips: Red Cross and the Mayor
Finale Event: RE day

Key dates	Home Learning cycle: standardised deadlines										
<p>Spring 1:</p> <ul style="list-style-type: none"> ⇒ Thursday 9th January – Red Cross Workshop (Youth Empathy Plus Migration) in school Whole school Year 6 only ⇒ Monday 13th January – In person parents’ evening (Pop-Up Bookshop stall in foyer) ⇒ Wednesday 15th January – online parents’ evening ⇒ Thursday 16th January – Mayor to visit Year 6 to hear persuasive speeches ⇒ Week beginning 27th January – Whole School Big Bird Watch ⇒ Wednesday 5th February – KS2 SATs information and preparation meeting 5:30-6:15pm in person (based in Everest and Snowdon classrooms) 	<ul style="list-style-type: none"> ⇒ <i>The homework cycle begins on Friday</i> ⇒ <i>All homework is due to be completed by Thursday morning of the next week.</i> ⇒ <i>CGP books are due in once every two weeks (hand-in dates specified on CGP homework overview)</i> 										
Home Learning Expectations	Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')										
<p>Reading every day: the power of 1:1 reading The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" data-bbox="89 989 1097 1260"> <thead> <tr> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>*CGP SATs revision guides (From Autumn 2)</td> <td>Around 30 minutes per week Collected in every fortnight</td> </tr> </tbody> </table> <p><i>*An overview of the CGP tasks will be shared at the beginning of every half term</i></p>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week	*CGP SATs revision guides (From Autumn 2)	Around 30 minutes per week Collected in every fortnight	<p>Maths:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 - Using your knowledge of how to convert between fractions, decimals and percentages, play this game. You can choose an appropriate level of difficulty by changing which level you complete: https://nrich.maths.org/problems/matching-fractions-decimals-and-percentages ⇒ Challenge 2 - A wildcat will eat 3 birds every day. These three birds will eat 10 caterpillars each day, totalling 30 caterpillars. The 30 caterpillars will eat one small bush together every day. <ol style="list-style-type: none"> a. In the area that these animals live in, the ecosystem can support 500 small bushes being eaten every day. Calculate the numbers of each animal in the food chain. b. One year, a bacterium kills 5000 caterpillars. What effect will this have on the food chain? What will the new ratio be? c. Can you come up with your own food chain and ratio based on your scientific knowledge? <p>English: Quick Writes – spend 10 minutes (or longer if you wish) answering the prompts:</p> <ul style="list-style-type: none"> ⇒ Challenge 1 – What can humans learn from animals? ⇒ Challenge 2 – Invent a class that takes place in an amusement park. What would children learn? What would the lessons involve? ⇒ Challenge 3 - write your own version of 'The Spider and the Fly' by Mary Howitt. Think carefully about what your 'villain' and 'victim' might be and how the villain manages to lure them in! (if you would like to complete this challenge, we recommend waiting until after we have finished studying the poem in class!)
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Curriculum Overview

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Reading: Key Text	Frankenstein by Mary Shelley Give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related & contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text
Writing & Grammar	Persuasion - Reducing Waste Campaign speeches (1 week) Simple tense – past and present (SVO) Active and passive voice Use organisational and presentational devices (bullet points, commas for lists, subheadings) Brackets, dashes and commas for parenthesis Biographies: Little Leaders - Vashti Harrison (2 weeks) Use semi-colons, colons and dashes for independent clauses (singular and double dashes) Use passive voice to present information in a different way Brackets, commas and dashes for parenthesis Reported speech Apostrophes for possession Poetry: On the Move – Michael Rosen (1 week) Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) Suspense writing: Video stimulus – Pere Lachaise (1 week) Short sentences Sentence length to convey suspense and tension
Spelling	Changing '-ent' to '-ence' and -ence -ance Words ending -gue and -que Words ending -sure and -ture Words with 'ou' spelt 'u' Adding suffix to -fer words
Maths	Ratio and proportion Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts Solve problems involving the calculations of percentages (e.g. Of measures) such as 15% of 360 and the use of percentages for comparison Solve problems involving similar shapes, where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Algebra Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables Measurement Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³]
Science	Light: Physics Shadows Sight Colour Vision Visual Impairments Reflections Using Reflections
RE	Theology: Christianity Are religion & science in conflict? Creation, interpretation, diversity of opinion
PSHE	Dreams and Goals Personal Learning Goals Steps to Success My Dream for the World Helping to Make a Difference Recognising our Achievements
PE	Outdoor: Volleyball Indoor: Dance
Computing	Creating Media: 3D Modelling – developing knowledge and understanding of using a computer to produce 3D models Introduction to 3D modelling Modifying 3D objects Make your own name badge Make your own desk tidy Planning your own 3D model Make your own 3D model
Humanities	Geography: On the Move Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe understanding the benefits of migration to the UK
Art & DT	DT: Sustainable systems Identifying a problem or issue related to sustainability Designing a system to help address needs
Music	N/A
MFL	Saying what I and others do Activities in school Québec Carnival La Fête des Lumières La Chandeleur Mardi gras Key ideas (GRAMMAR): regular ER verbs (plural) des + plural nouns (-s) plural nouns (-eux/aux, -alàaux) Est-ce que questions negation: n'/ne...pas negation: il n'y a pas de Key ideas (VOCABULARY): Range of –ER verbs Range of high-frequency nouns related to festivals and celebrations Adverbs of frequency Saying where you're going and what there is there Describing town/village In Haiti Key ideas (GRAMMAR): Essential verb: to go, going – ALLER (I go – je vais, you go – tu vas, he goes – il va, she goes – elle va) simple and continuous present Où est-ce que questions Preposition à (at, in, to) Key ideas (VOCABULARY): Verb aller Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places

