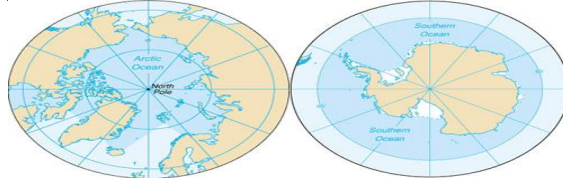




Kibworth Primary School  
Year 6: Spring Term 1



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.

**Literacy**

**To write a persuasive leaflet about the Arctic**

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 into our Frozen Kingdoms topic.



**To use dialogue in an Arctic themed narrative**

Children will recap the rules of speech and then learn how to use dialogue to advance the action and develop character. They will apply this knowledge independently and rewrite the meeting of Lyra Silvertongue and Iorek Byrnison in Phillip Pullman's *The Northern Lights*.



# 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:

Science	Geography	Music
<ul style="list-style-type: none"> <li>▪ Know how to classify living things into broad groups according to observable characteristics and based on similarities and differences</li> <li>▪ Know how living things have been classified</li> <li>▪ Know how to give reasons for classifying plants and animals in a specific way</li> <li>▪ Know how animals and plants are adapted to suit their environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to use latitude and longitude in a globe or atlas</li> <li>▪ Know how to describe the topography of the local area</li> <li>▪ Know how to explain the impact of global warming on the poles</li> <li>▪ Know how to locate the Arctic and Antarctic Circle, and understand time zones</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to play and perform in different contexts with a range of notes; with good accuracy, fluency, control and expression.</li> <li>▪ Know how to create and improvise melodic and rhythmic phrases using an increasing range of notes as part of a group performance</li> <li>▪ Know how to use and apply a range of musical notations including staff notation to play, practice and refine musical material</li> <li>▪ Know how to describe, compare and evaluate music using a wider range of musical vocabulary</li> </ul>
<b>Art - Inuit Block Printing</b>	<b>Computing - Variables in games</b>	<b>R.E - How can following God bring justice and freedom?</b>
<ul style="list-style-type: none"> <li>▪ Know how to use a sketchbook to collect and develop ideas</li> <li>▪ Know how to identify artists who have worked in a similar way to their own work.</li> <li>▪ Know how to have an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.</li> <li>▪ Know how to create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul>	<p><u>Online safety:</u></p> <ul style="list-style-type: none"> <li>▪ Know how the popularity of an opinion or the personalities of those promoting it doesn't always make it true.</li> <li>▪ Know how influence, manipulation and persuasion may be encountered online.</li> <li>▪ Know how persuasive design can influence people's choices.</li> <li>▪ Know the difference between misinformation and disinformation.</li> </ul> <p><u>Variables in games</u></p> <ul style="list-style-type: none"> <li>▪ Know what a variable is and how to use it in a programme.</li> <li>▪ Know how to change variables in games.</li> <li>▪ Know how to design, write and debug programmes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>▪ Know how to make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>▪ Know how to explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>▪ Know how to identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>

## Outline of Learning Journey

### Week 1 and 2 : Arctic vs Antarctic



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?



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



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



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 is 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 Monday 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. Homework sheets will be given out and stuck in Homework Books on the Friday but will also be uploaded onto Teams. Homework Books are due back in the following Wednesday even if the homework has been completed online. 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. 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. Each class teacher will also be available at the main gate on the following days should you wish to speak to us in person:

Tuesday 8.40-8.50	Wednesday 8.40-8.50	Thursday 8.40-8.50
Miss Hyman	Miss Cornish	Mr Roantree

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>