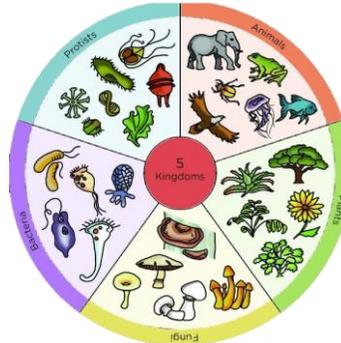


Year 6 Spring Term 1

Big Question(s)

Can I become a classification connoisseur?
Brazil and the UK: How do they compare?



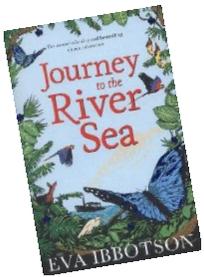
Dear Parents and Carers,

We hope you have had a wonderful Christmas and we wish you and your families a Happy New Year. Here is the curriculum map for our work leading up to February half term.

Best wishes,

Miss Stevens and Mrs Carvell.

As writers we will



Take inspiration from Eva Ibbotson's 'Journey to the River Sea' to revise our writing of characterisation and setting description and persuasive letter writing based on the protagonist's experience in The Amazon Rainforest. We will complete our work by writing book reviews, discussing the text and our opinions.

Descriptive writing: powerful adjectives, figurative language, senses, synonyms, varied sentence structure, show not tell.

Persuasive writing: repetition and near repetition, alliteration, emotive language, rhetorical devices, powerful adjectives, persuasive devices, conjunctions, facts and opinion to support strong argument, imperative verbs.

Discussion writing: formality of language, emotive language, causal conjunctions, adverbials, modal verbs, relative clauses.

Later in the half term, we will write information texts about beetles in order to make a class 'Beetle Collector Handbook' making links to M.G. Leonard's book of the same name, as well as her linked fictional text – 'Beetle Boy'.

Informative writing: parenthesis, subordinate clauses, adverbials, colons and semi-colons.

Sticky words for this half term:

variation, organisms, classification, characteristic, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, bacteria, microorganism, organism, Linnaean, subdivided.

classify, compare, describe, observe, discuss, give reasons, identify.

biomes, indigenous, precipitation, climate, weather, tropical, hemisphere, equator, favela, urbanisation, ruralisation, agriculture, poverty.

As readers we will

Develop our reading skills whilst studying 'The Boy in the Tower' by Polly Ho Yen: the author's language choices, writing techniques, themes, characterisation and links to further texts. In particular, we will ensure that we are using evidence from the text to justify our understanding of the text.



In French we will:

Learn about 'les habitats'

- Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats.
- Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found.
- Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment.
- Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.

As mathematicians we will learn to:

Percentages

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison

Algebra

Generate and describe linear number sequences.

Express missing number problems algebraically.

Use simple formulae.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

Measure – imperial and metric measures

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a

As scientists we will:

- Meet Linnaeus and learn about his classification system
- Create classification routes for a range of living things
- Use branching classification keys to identify subtle differences between species
- Group animals, micro-organisms and plants according to observable features
- Create classification keys
- Observe and record features of leaves in the local environment
- Write scientific descriptions of living things
- Classify a range of living things
- Create a new creature to sit within the existing classification system

As geographers we will:

Meet the diverse and unique culture of Brazil, comparing its geography with that of the UK. We will study the human and physical features of the country before considering its place in the wider context of the world and South America. Further to this, we will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.

Key learning:

- Identifying human and physical features

As artists we will:

Explore the modernist collage art of Beatriz Milhazes with its geometric and arabesque shapes in order to create our own pieces, influenced by our study of Brazil's culture - particularly carnival.

We will also learn how to draw in perspective in order to replicate the towering, colourful favelas of Rio de Janeiro.

To complete our time in Brazil, we will also study the world-famous art deco sculpture, Christ the Redeemer.

As musicians we will

Focus on 'You've Got a Friend', a song about friendship by Carole King.

1. We will listen and appraise the song You've Got A Friend and other songs by Carole King
 - The Loco-Motion sung by Little Eva, written by Carole King
 - One Fine Day sung by The Chiffons, written by Carole King
 - Up On The Roof sung by The Drifters, written by Carole King
 - Will You Still Love Me Tomorrow by Carole King
 - (You Make Me Feel Like) A Natural Woman) by Carole King
2. We will learn and/or build on our knowledge and understanding about the interrelated dimensions of music through musical activities:

<p>smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.</p> <p>Convert between miles and kilometres.</p> <p><u>Measure – perimeter, area and volume</u></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>(this unit will conclude in Spring 2)</p>	<ul style="list-style-type: none"> • The Brazilian climate • Urbanisation and the push/pull factors that influence migration • Compare the lives of young people living in different parts of Rio de Janeiro • Understanding the lives of indigenous people of the Amazon Rainforest <p><u>In PSHE we will:</u></p> <p>Learn how to work together and about the importance of taking financial responsibility.</p>	<ul style="list-style-type: none"> • Warm up games (including vocal warm ups) • Flexible games • Learning to sing the song • Playing instruments with the song • Improvising with the song • Composing with the song <p>Vocabulary: melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p> <p>This unit is to run during the spring term around our opportunity to learn to ‘turntabling’!</p> <p>During this 10-week unit, children will follow professional demonstrations in order to learn how to set up a turntable; how to read and write graphic notation; and three techniques: baby scratch, tear scratch and release scratch.</p> <p>They will have the opportunity to perform pre-written, differentiated pieces both solo and in pairs before using their learned skills to compose their own solo and paired pieces for performance. Throughout the unit, children will have opportunities to self-assess and listen and appraise peer performances.</p>
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		<p><u>In computing we will:</u></p> <p>Learn the basic principles of creating and maintaining a blog in a controlled and safe environment.</p> <p><u>As athletes we will</u></p> <p>Continue to develop our gymnastics skills, performing a variety of floor and vault movements.</p> <p>In outdoor PE, we will enhance our hockey skills.</p>
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