The Half Term Ahead
Year 6: Spring 1

Earth Charter links: Life, Family, Love
Big Question: Do our actions impact the lives of others?

Launch Event: Migration workshop
Visits, visitors & trips: Red Cross, Soundstorm
Finale Event: Pitching our DT designs

Key dates	Home Learning cycle: standardised deadlines

<u>Spring 1:</u>   `Whole school` `Year 6 only`
- ⇨ **Monday 5th and Tuesday 6th January**– INSET day
- ⇨ **Wednesday 7th January**–back to school
- ⇨ **Thursday 8th January** – Red Cross Workshop (Youth Empathy Plus Migration) in school
- ⇨ **Friday 9th January**– parent book look after school.
- ⇨ **Monday 12th January**– In person parents' evening (Pop-Up Bookshop stall in foyer)
- ⇨ **Wednesday 14th January** – online parents' evening
- ⇨ **Thursday 5th February** – KS2 SATs information and preparation meeting 5:30-6:15pm in person (based in Everest and Snowdon classrooms)
- ⇨ **Friday 13th February** – last day of term (normal 15:15 pick up)

- ⇨ *The homework cycle begins on Friday*
- ⇨ *All homework is due to be completed by Thursday morning of the next week.*
- ⇨ *CGP books are due in once every two weeks (hand-in dates specified on CGP homework overview)*

Home Learning Expectations	Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')

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.

Tasks/activities in addition to reading at home daily:

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

An overview of the CGP tasks will be shared at the beginning of every half term

Maths:
- ⇨ *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.
- *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?

English: Quick Writes – spend 10 minutes (or longer if you wish) answering the prompts:
- ⇨ *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

Year 6	Spring 1
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	**Biographies:** *Little Leaders - Vashti Harrison* 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 **Discussion:** *What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions - Michael Rosen & Annemarie Young* Write sentences with different forms (statement, question, command and exclamation) | Careful use of adverbs and modal verbs | Subjunctive verb form **Poetry:** *On the Move – Michael Rosen* 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* 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 ($cm3$) and cubic metres ($m3$), and extending to other units [for example, $mm3$ and $km3$]
Science	**Light:** Physics Shadows | Sight | Colour Vision | Visual Impairments | Reflections | Using Reflections
RE	**Social Sciences:** Sikhism How do Sikhs think about equality and service? | Teachings of Guru Nanak | Equality and the oneness of humanity | Sewa as selfless service
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	**Finding our Singing Voice** Looking at note value, rhythm and stave notation | C, D, E, F, G
MFL	**Spanish** *My Family* Develop skills about their own/a fictitious family in both spoken and written form in Spanish | Use of the possessive to manipulate language | Creating more personalised responses - the change from | 1st person singular to 3rd person singular. *The Date* Days of the week | Months of the year | Numbers 1-31 | Learning to say the date and when their birthday is