# Frozen Kingdom

Curriculum Plan
Spring 1 2018
Year 6
Mrs McCormack

## English

**Reading** – *Key texts: 'Shackleton's Journey' by William Grill; 'True Grit' by Bear Grylls; 'I am Winter, King of Seasons' by Brenda Williams; 'Snow and Snow' by Ted Hughes.*

**Developing pleasure and motivation to read.** Comprehension skills focusing on Y6 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** – Presentations and discussions relating to theme work.

**Writing Composition – Writing for different purposes, developing stamina, editing and checking work throughout.**

***Biographical writing:*** Composing a biography of a famous Antarctic explorer.

***Winter Poetry:*** Using emotive language and figurative language to create vivid imagery: reading, writing and performing.

***Letter of complaint:*** Composing a formal letter of complaint using persuasive techniques.

***Nonfiction:*** Creating a non-fiction report/timeline focusing on events during the Titanic's maiden voyage.

Explanatory writing linked to Science work on animal adaptations.

***Spelling:*** Weekly spellings linked to National Curriculum spellings for Year 6.

***Grammar:*** Linked to the National Curriculum requirements for Year 6. Main focus: correct use of commas; relative clauses; verb forms and tenses; formal and informal language; synoyms and antonyms; and use of colons and semi colons.

***Handwriting:*** Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

## Religious Education

**(According to Warwickshire and Coventry agreed syllabus for RE 2017)**

**Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.**

**Key Question:** What matters most to Christians and Humanists?

- How should we care for others and the world, and why does it matter?
- What can we learn from religions about deciding right and wrong?
- Does religion help people to be good?

**Religions and Worldviews considered in this unit:**

**Christian and non-religious e.g. Humanist**

## Maths

**Decimals** – Revise identifying digit value in numbers to 3dp and x/÷ numbers by 10, 100, 1000 giving answers up to 3dp. Add and subtract decimal numbers. Multiply one-digit numbers with up to 2dp by whole numbers. Use written division methods where the answer has up to 2dp. Solve problems which require answers to be rounded to specified degrees of accuracy. Convert fractions to decimals and vice versa.

**Percentages** – Solve problems involving the calculation of percentages and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages.

**Measurement: converting units** –Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3dp where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit to a larger and vice versa, using decimal notation up to 3dp.

## Computing

**Continue UKS2 Online Safety Unit: Contact/Respect**

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

**Create a multimedia digital scrapbook linked to theme work.**

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic areas of properties and changes of materials and electricity**

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible

Investigate and understand thermal and electrical conductivity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Use recognised symbols when representing a simple circuit in a diagram.

**Through working scientifically, children will use and develop their practical scientific methods, processes and skills:**

Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries in a variety of ways, including conclusions and explanations.

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**

Locate the Polar Regions.

Investigate and understand the geographical similarities and differences between the Arctic and Antarctic.

## Music

**Exploring Sound Sources:**

Investigate how sounds have been processed focusing on pitch, echo, patterns, dynamics, tempo etc.

Explore, create and perform percussion loops

Explore different textures using tuned and untuned sounds

Explore, select and combine a range of different sounds to compose a soundscape

**Super Start:**
Amazing Icebergs
**'Fantastic Finish:**
Adopt an Arctic/Antarctic animal fundraiser

## Physical Education

**Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity**

**Outdoor and Adventurous Activities (OAA)**

Take part in outdoor and adventurous activity challenges both individually and within a team e.g. trails, problem-solving, team building and orienteering

**Gymnastics: Working Together – Synchronisation and Canon**

Understand, identify and use the terms synchronisation and canon; understand and explore variations in level, speed and direction; produce a series of synchronised movements with a partner; produce a sequence of canon movement with a partner/small group.hh

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual**: Explore the wonders of the natural world around them e.g. icebergs, the Northern Lights

**Moral**: investigate and express their views on issues such as global warming and conservation to protect the environment

**Social**: learn about the human geography of different communities and societies; participate in fundraising to support and protect our environment

**Cultural**: develop a deeper understanding of different cultures and communities e.g. the Inuit culture

## Art

**Developing creativity using a variety of materials within the following contexts:**

- Design and create a piece of artwork which emulates an Arctic landscape, experimenting with and using a range of painting techniques.
- Improve drawing techniques focusing on animals of the Polar regions.

## Design and Technology

**Designing and making functional, purposeful products and evaluating these – links with survival and shelters**

Design and make a shelter for a specific purpose/to meet specific criteria.

Select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Select from and use a wide range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## French

- To extend knowledge of numbers and counting.
- To learn vocabulary related to dates and birthdays.

## PSHE

**Our 'Going for Goals' unit focuses on the following:**

- knowing myself and the skills and attributes of an effective learner
- developing the skills of an effective learner
- recognising and celebrating my own achievements
- setting realistic goals/challenges and breaking these down into smaller, achievable steps.

## History

**Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.**

Children will study an aspect or theme in British History that extends their chronological understanding beyond 1066: The Sinking of the Titanic and Antarctic Exploration

- Place events, people and changes within a chronological framework.
- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.
- Use a wide range of sources to select, organise and present relevant information.
- Acknowledge different points of view and understand how these are important when looking at interpretations of history.