

THEME: Daring Feats and Epic Journeys

The Big Idea: What does it take to be an explorer? The adventures and exploits of explorers have inspired generations and their amazing discoveries and feats in some of the most hostile and far reaches of this planet—and beyond—are a fascination. Through this theme, children will find out about the daring feats and epic journeys of explorers, from Percy Fawcett, who mysteriously disappeared when searching for 'The Lost City of Z' in the Amazon, to Nellie Bly, who wanted to find out if you really could travel 'around the world in 80 days' (as expressed in the fictional works of Jules Verne). The beauty of our planet will be explored along the way—as well as some of the most hostile environments!

In our **Literacy** sessions, pupils will create a biography of the explorer Percy Fawcett and research an explorer of their own choice to present. The text 'The Wonder Garden' will inspire children to create their own hybrid text, incorporating both description and non-fiction within a text about The Amazon. Amazon adventure stories inspired by the story of the explorer Percy Fawcett will be written, where a reason for this adventurer's disappearance will be created. Making links with Science, children will write scientific field notes and explanations, creating new species of wildlife in a new environment of their imagination.

In **Maths**, with the lead up to SATs on the horizon, it will be imperative to explore a range of mathematical concepts that will be tested, developing flexibility in thinking and methods when applying their understanding. In addition, building on the accuracy of calculations will also be a focus with the arithmetic test to tackle. Areas to be explored this term will include applying their understanding of angles, area, perimeter and volume, algebra, data handling and fractions.

The wondrous range of animal and plant life of the Amazon will inspire our **science lessons** as we explore the classification of living things into broad groups, creating classification keys. Pupils will develop an understanding that there are life processes including nutrition, movement, growth and reproduction common to animals, including humans, as well as plants. Exploring the discoveries and thinking of Darwin is a focus, where children will be encouraged to understand how animal adaptations can lead to evolution.

Our **IT and Computing** work will begin by revising e-safety where we will revise how children can keep themselves safe online including how to ensure an online profile is kept safe. Pupils will also continue to develop their typing skills (using Touch Type to build speed) as well as producing documents in a variety of formats (using both Microsoft Word and Publisher), making appropriate choices about layout and features. In addition, children will have the opportunity to create PowerPoint presentations, considering key skills and adding a variety of hyperlinks allowing them to move out of sequential order.

Global Learning will focus on the issues of interdependence and children will be encouraged to understand the concepts of possible and preferable futures. If we are to live in a sustainable world, children will think about the need for careful lifestyle choices and they will explore ways in which people work together for mutual benefit, related to environmental issues such as climate change and deforestation.

In **Faith and Belief** (RE), children will be investigating Islam through the key question: 'Does belief in Akhirah (life after death) help Muslims to lead good lives?'

Hostile environments, as well as the influence of South America and the species that inhabit it, will inspire our **art** this term. Children will explore how the work of artists, such as Henri Rousseau, were influenced by their environment. We will be focusing upon skills in the use of water colours, as well as creating collages using different materials.

Children's **humanities** work will focus on developing knowledge about the journeys that explorers have taken across the world. We will be using compass and map skills as well as enhancing our understanding of using primary and secondary sources in historical investigations from a variety of different views, allowing children to understand that different events can be viewed in a range of opposing viewpoints, leading to historical debates about what really happened.

In **Physical Health and Wellbeing**, pupils will have the opportunity to explore and talk about how to manage emotions, fears and worries using appropriate strategies. They will be able to talk about and empathise with feelings of loss, grief, separation and loneliness and how these feelings can be managed. In addition, we will be thinking about personal goals and strategizing on realistic, effective steps to achieve them.

Primary languages will focus on consolidating basic conversation in French. In addition, children will be encouraged to read short written passages and write sentences, using key words and adjectives that they are being introduced to.

In their **Music** this term, children will have the opportunity to play the ukulele, learning some melodies and different chords as they sing and play the accompaniment to songs as well as using musical notation. In addition, year 6 will be learning about different music and instruments from around the world.

PE lessons will include both indoor and outdoor sessions. During indoor P.E., children will be exploring gymnastics where they will plan for variations and contrasts in their precise movements. Outdoor P.E will focus on a range of invasion games enabling children to focus on developing attacking and defending skills. In addition, The Daily Mile will continue to be part of the children's morning routine, improving their stamina and resilience.

Project Home Learning

Due in the week commencing: Monday 9th March

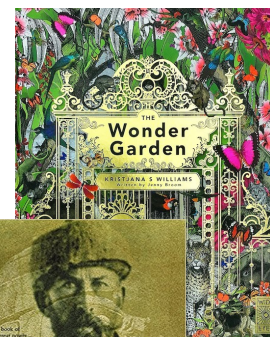
WHERE IN THE WORLD...?

Creatively present to the class an idea for 'where in the world...' **Whether this is a place that fascinates you or a place you would like to visit or a place from the perspective of an explorer—the choice of where in the world is up to you!**

A detailed piece of art, poetry, descriptive writing, narrative writing, brochures, 3D models, maps, photographs, a dramatic talk as if a travel agent or an explorer etc.- the choices to present are endless! Just use the title to inspire you.

However, when presenting a project, a three minute presentation is expected and you will be assessed against the objectives below so some accompanying research notes or a plan of your talk is useful.

- Coherently and confidently convey detailed information for all listeners.
- Give short speeches and presentations, expressing your own ideas and keeping to the point.



Newport
Community
School

► Year 6

► Spring
Term 2020

Miss Hewitt

Mrs. Hemmings

If you have any questions or would like to help in school, please see the class teacher in the first instance.

IMPORTANT DAYS:

PE - Tuesday and Thursday

Reading Records - In on Thursday morning and back out on Friday afternoon.

Weekly Home Learning - Out on Friday and in on Wednesday

Key Questions to be investigated:

- Why do people explore unknown territories?
- What discoveries have been made due to exploration?
- How is climate change affecting different parts of the world in different ways?
- How have people overcome hostile environments?
- What is the impact of deforestation on our world?
- Is there anywhere left for exploration to take place in a modern world?
- Is exploring unknown environments and parts of the world a good thing?

The curriculum newsletter informs you of the organisation of learning in your child’s class for the Spring term. This includes the Project Home Learning for you to complete with your child, along with the date that this should be handed in.

We hope you find this document a useful tool in supporting your child’s learning at home. If you have any questions, please feel free to speak to your child’s class teacher.

Word List – Years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning (h)	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle (h)	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol (h)
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	<u>recognise</u>	
correspond	immediate(ly)		h= homophone

Children are expected, by the end of Year 6, to confidently spell the words on this list as well as know and be able to use many rules and patterns which are explored weekly. You will notice that weekly spellings will test some of these key words but at times, we will also test these words separately to spelling rules.