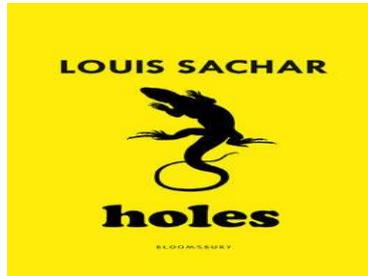


## Learning in the Spring Term

### Year 6

Over the next half term, our theme will be:

**"You are entering Camp Greenlake,"**



**Enrichment activities:** During the half term, our learning will continue to be driven through the exciting catalyst, *Holes* by Louis Sachar. Stanley Yelnats is still incarcerated in Camp Greenlake and is still digging holes. But what are they for? What has he got himself involved in this time?

Families are invited to join us Thursday 28<sup>th</sup> February at 9:00 to join us in our Maths and English learning, where you will be able to support us with preparing for our SATs tests.

#### **As speakers, listeners, readers and authors, we will:**

- Develop our analytical skills in reading
- Address our personal targets for both reading and writing during intervention.
- Use different sentence structures and length to suit the purpose and audience of the writing.
- Develop our ability to create cohesion between paragraphs.
- Develop our understanding of active and passive voice.
- Vary sentence structure depending whether formal or informal.

#### **As mathematicians, we will:**

- Compare and classify geometric shapes based on the properties and sizes.
- Find unknown angles in any triangles, quadrilaterals and regular polygons.
- Solve problems involving the calculation of percentages and the use of percentage comparisons.
- Calculate, estimate and compare volume of cubes and cuboids, using standard units.
- Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.

#### **As scientists, we will:**

- Recall the scientific names of the main parts of the human circulatory system and relate these to the circulatory systems of other animals.
- Plan different types of scientific enquiry into the effect of exercise on health.
- Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Read, spell and pronounce scientific vocabulary accurately.

### **As computer users, we will:**

- Select, use and combine software on a range of digital devices
- Use a range of technology for completing a presentation project linked to our historical learning.
- Design a program to accomplish a specific goal.
- Explain why programs may fail and debug these.

### **As geographers, we will:**

- Name the largest desert in the world and locate desert regions in an atlas.
- Identify the key features of deserts and investigate how people and animals live and survive in these regions.
- Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- Explain how time zones work and calculate time differences around the world.

### **As historians, we will:**

- Place features of historical events and people from the past societies and periods in a chronological framework, adding the study of the Mayans to previously studied periods.
- Summarise the main events from the Mayans, explaining the order of events and what happened.
- Examine causes and results of great events and the impact on people.
- Summarise how Britain may have learnt from the Mayans and those it traded with.

### **As citizens, we will:**

- Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.
- Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.
- Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
- Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language.

### **As artists, we will:**

- Improve our mastery of art and design techniques by developing our sculpting skills using clay.
- Compare our methods to those of others and keep notes in our sketch books.
- Investigate Mayan artwork and explain how it has influenced our own art.

### **As sports people, we will**

- Demonstrate stamina when participating in Athletics activities.
- Develop greater control when taking off and landing.
- Learn to throw with a greater accuracy.
- Combine running with jumping in a range of athletic events.

### **As linguists, we will:**

- Recall language associated with weather and temperature, linked to our geographical learning.
- Plan and deliver weather forecasts for a range of geographical regions around the world in French, using the language we have learned.

