Welcome to Year 6

Mrs Davie
Phase leader
Giraffe class

Mr Richards
Hyena class

Miss Guy
Meerkat class

The team

Mr Tough

Mrs Foden
Mr Keight
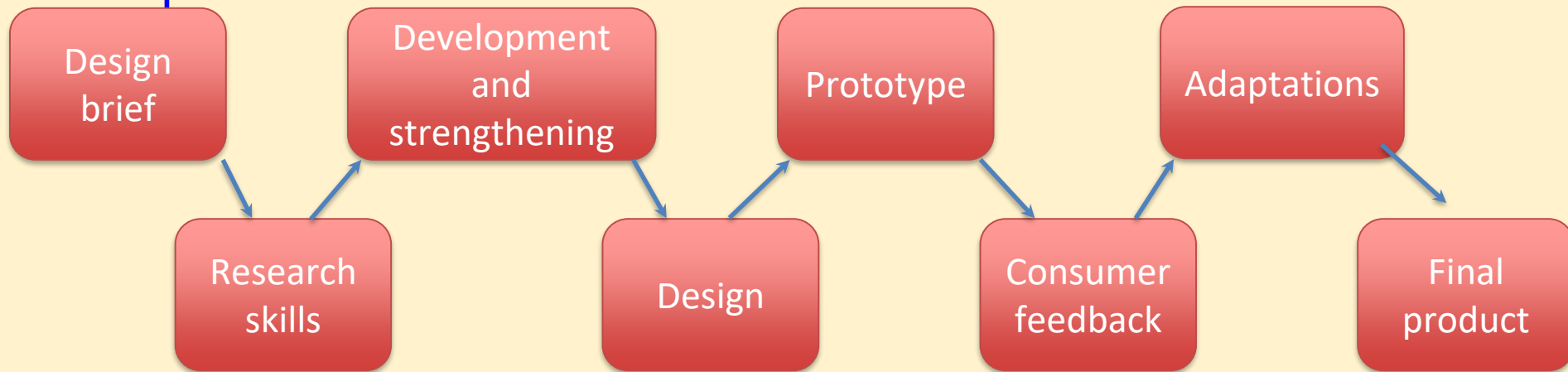Mr McKhuen
Mrs Glasspool

Mrs Netiatis

A FAIR WINTER FOR ALL

DT driver:

- 3D nets
- Ergonomics, aesthetics, functionality
- Feedback target market to reflect and improve.

Design brief → Research skills → Development and strengthening → Design → Prototype → Consumer feedback → Adaptations → Final product

Geography focus

- trade links across the world
- distribution of world's resources

A FAIR WINTER FOR ALL

Finishing off project in Weeks 1, 2 and 3

Look out for our year 6 selling event.

INTEGRATED PROJECT LEARNING

Wolves

Authors needed! Become immersed in the secret world of the wolf and use your scientific, geographical and literacy skills to write a first chapter of your very own unique novel.

What I already know...

- How to use language to create a vivid description of a setting (Y5 Savage)
- How to create believable characters by constructing detailed backstories (Y6)
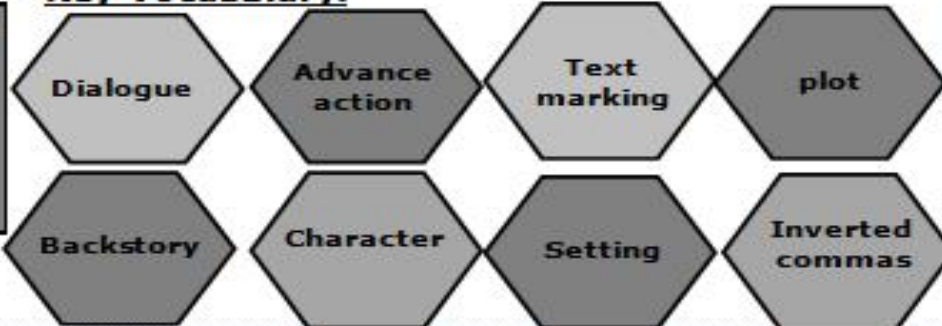- How events are sequenced within different story types (Y3/4/5)
- How to use inverted commas and other speech punctuation to accurately indicate direct speech (Y4)

I will learn...

⇒ How to use research to develop characters, setting and plot.

⇒ How to use text marking to analyse authors writing techniques.

⇒ How to construct entertaining fictional writing which weaves together the three elements of plot, setting and character.

⇒ How to integrate dialogue to advance the action and convey character.

Key Vocabulary:

- Dialogue
- Advance action
- Text marking
- plot
- Backstory
- Character
- Setting
- Inverted commas

Satisfy my curiosity by developing and answering my own questions about wolves.

Use my imagination to develop and deepen the three elements of my story.

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Literacy - the driver

Write a chapter for a Wolf story book (plot/setting/character)

become an expert

a) fictional wolves characteristics/plot/settings/composition- reading

b) non-fiction research - movement/habitat/behaviour - reading/grouping info (more about this - science)

c) sentences/paragraph work/dialogue/punctuation/planning/re- drafting

d) Wolf Wilder - class novel

e) Art work - observation/texture

SJS Scientists

What I already know...

-most living things live in habitats to which they are suited (Y2)

-Types of teeth in humans and their function (Y3— *Come Dine With Me*)

-Living things can be grouped in a variety of ways *(Y4—Wild)*

-Food chains of living things— prey and predator *(y4)*

The skills I already

-I can make a **prediction** using **because** and **accurate** scientific evidence learned from current and previous topics. (Y5)
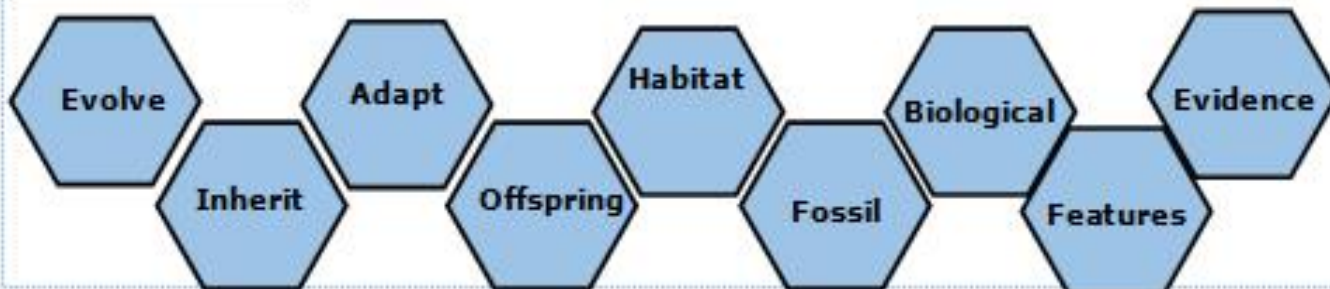
In this phase, we are learning about EVOLUTION and INHERITANCE.

Investigate: The **biological** features of wolves to support the character development of your wolf.
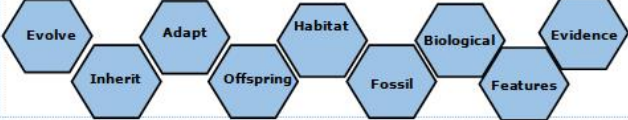

I will learn...

-that features of living things have changed over time.

-**Fossils** teach scientists about living things that lived on Earth in the past.

-that living things produce **offspring** of the same kind, but normally offspring vary and are not **identical** to their parents .

-how wolves are **adapted** to suit their environment in different ways and that **adaptation** may lead to **evolution.**

The skill I will learn is...

-to make an **scientific prediction** with **accurate** evidence.

-to predict when something may not happen, **supporting** it with previously learnt science.

Key Vocabulary

Evolve · Inherit · Adapt · Offspring · Habitat · Fossil · Biological · Features · Evidence

SCIENCE
- **prediction - will and won't happen**
- **observation**

a) non-fiction research - movement/habitat/behaviour(pack/communication) - reading
b) sentences/technical vocab/paragraph work/quality intro
c) fossils - process
d) inheritance - biological features - characteristics
e) adaptation/evolution - wolf head - development of wolf

THIS LINKS TO GEOGRAPHY ELEMENT OF UNIT

SJS Geographers

What I already know...

-that a climate is the average weather of a region—measured by temperature and precipitation. *(Y3ShirleyCruises)*

-the worlds climate zones and their characteristics— tropical arid, temperate, mountainous, polar *(Y3ShirleyCruises)*

- how to make sketch maps of an area using symbols and a key. *(Y4 Wild)*

-that maps are representation of an area of land or sea, including its physical features. *(Year 2/Y3 Time Travellers)*

Where are wolves located in the wild? Explore the biomes of the world that wolves inhabit to become experts in specific wolf habitats. Use this knowledge to create realistic settings for your wolf narrative.

I will learn...

-to locate **regions** of the world that wolves inhabit.

-to **locate** the **biomes** of wolf habitats.

-the key **physical features** of specific **biomes** and use **layered** maps to draw comparisons.

-to compare **biomes** of the world.

-how to create a **thematic** showing key features of my setting.

Key Vocabulary:

Biome | Flora | Climate | Region

Vegetation | Fauna | Thematic | Scale

Apply your knowledge of locating using a range of maps and draw links between geography and science.

Geography

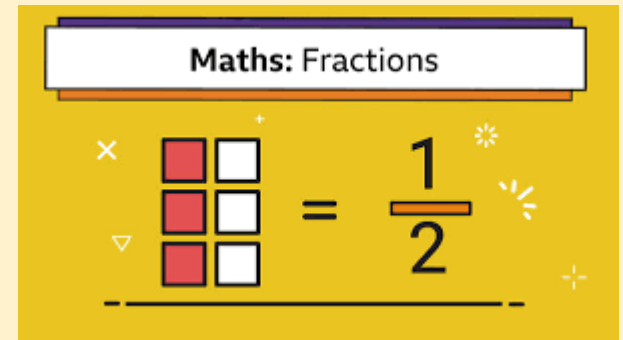- **wolf species**
- **biomes**

a) technical terms linked to regions - biomes (certain animals and plants are found)

b) species of wolf - various types - help with wolf character in story

c) habitats/adaptations -links with science/settings

d) map work - distinguishing areas
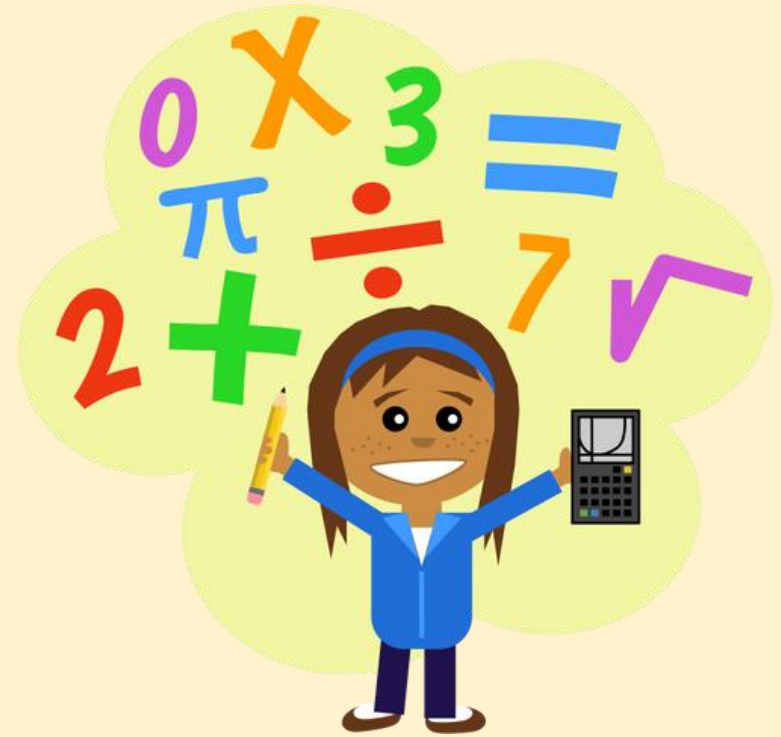
Maths

Spring maths curriculum

- Division
- Fractions
- Decimals
- Percentages
- Factors/Multiples/Primes

Regular maths practice

- Weekly arithmetic quiz
- Shared with parents
- Support with target areas

- Rapid reasoning
- Use it or lose it!
- Mental vs written calculation strategies

How you can help at home

- TT Rockstars practise.
- Practise using measures and conversions
- Telling the time!
- Keep skills of + - x ÷ sharp with regular practise

Reading Plus

- **Focus:** comprehension and language development

- **About:** supports reading by focusing on fluency, comprehension and language development. Each online session takes a total of 35 minutes to complete including tasks linked to these reading skills.

- **How often?** 2 independent sessions a week