

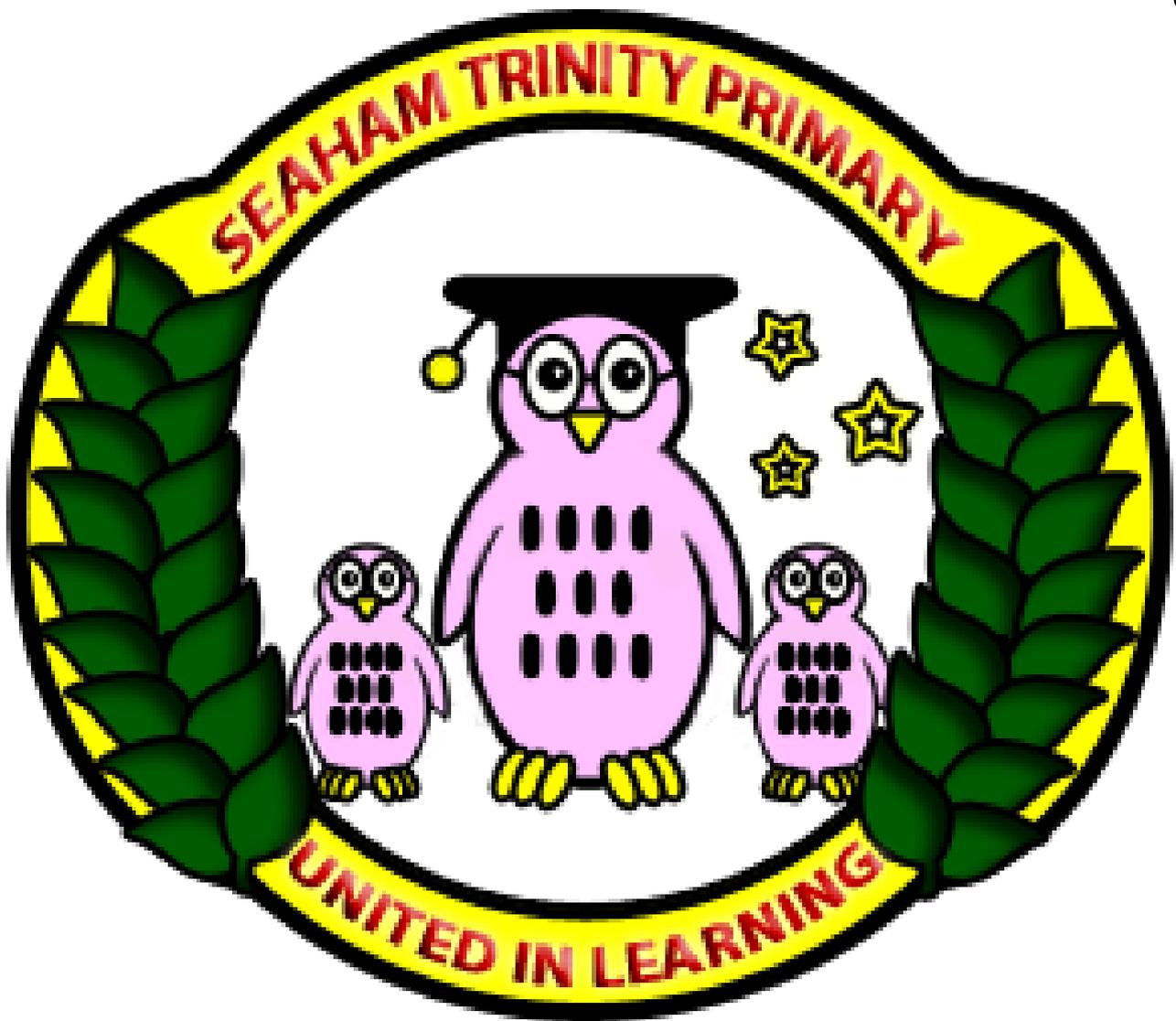
## Year 6 - Spring Term 2019

**This term your child will be completing tasks and activities on the following topics.**

<b>Literacy</b>	All aspects of Speaking and Listening, Reading and Writing with additional focus on writing descriptively at length. This term, children will link their Literacy work to our topic of Africa where possible and look at African myths and legends, biographies of key figures in African history such as Nelson Mandela; newspaper reporting, persuasion and argument, diaries (linked to class novel Journey To Jo'Burg) and African poetry. Additional focus shall be given to spelling and grammar throughout the term, along with guided and reciprocal reading.
<b>Numeracy</b>	All aspects of Numeracy, including extra focus on Problem Solving for all four functions using a variety of strategies including mental and written techniques. Children will work with fractions, percentages and decimals; ratio and proportion, measure (including time), 2D and 3D shapes, data handling, geometry / angles. There will be a significant focus on mental strategies and knowledge of times table (and related division) facts.
<b>Science</b>	<p><b>Evolution:</b></p> <p>Children will be taught to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Children will learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Children will work on identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b>ICT</b>	<p>Throughout all areas of computing, children will continue to learn that websites must protect their private information. They will continue to learn how to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p> <p><b>Digital:</b></p> <p>Children to create an advert based around their work on Africa - using green screen, videoing techniques.</p> <p>Children to create spreadsheets linking in maths and geography eg recording temperature changes, types of land etc</p>
<b>RE</b>	<p>Key Unit - Why should people with a religious faith care about the environment?</p> <p>Investigating the Christian beliefs around the Creation story; the moral precepts of Buddhism and how Buddhist teaching has an impact on individuals and communities; Islam beliefs about the Created Universe and investigating what Islam teaches us about caring for the natural world.</p> <p>Unit of work regarding the Christian festival of easter.</p>
<b>Music</b>	<p>Investigating Africa as the place of the origin of music. History of music.</p> <p>Drumming - use of percussion to accompany a piece of music</p> <p>Children will be taught to understand the difference between pulse and rhythm, loud and soft and know terminology related to speed eg allegro, adagio, andante.</p>

<b>Geography</b>	<p><u>Focusing on the geography of a continent (Africa) and looking at environmental regions and how they have changed over time.</u></p> <p><u>Making comparisons to their own locality</u></p> <ul style="list-style-type: none"> <li>• Mountains, deserts, grasslands, safari, rainforests, rivers</li> <li>• Weather and climate - a key focus on the impact of drought on the environment</li> <li>• Settlements - townships (key focus on South Africa)</li> <li>• Tribes - land use</li> <li>• Necessity of water - link to the water cycle - clean water</li> <li>• Identifying main cities - looking at urban and rural areas</li> <li>• How war affects regions</li> </ul>
<b>History</b>	<p>Not a key focus this term.</p> <p>Some cross curricular work on history of human rights and the life of Nelson Mandela will be touched upon.</p>
<b>Design Technology</b>	<p><b>Structures:</b> Children will show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper). These skills will be used when creating a structure linked to African habitats</p> <p><b>Food:</b> Traditional African food and recipes. Tasting food which may be unfamiliar to European culture.</p>
<b>Art</b>	<p>Exploring the features of African art looking at colour and contrast - choosing appropriate materials to make African art come alive.</p> <p>Masks - making Tribal masks - 3D art - using materials appropriately</p> <p>Painting - using water colour and acrylic to create different effects</p>
<b>PE</b>	<p>Games Skills: Basketball - a focus on team sport; working together; ball control with skills of passing and throwing</p> <p>Gymnastics - continued focus on balance, movement, shape and form and the sequencing of actions involving individual and partner work.</p>
<b>PSHCE</b>	<p><b><u>Bullying</u></b></p> <p>In this unit the children will make a distinctive difference between fair trade, Unicef and human rights. We will discuss and consider the different ways in which people can have powers over others. We will begin to understand the main reason for why human rights is an important part of our wellbeing. We will explore human rights, and how these can all have a devastating effect on an individual if these are not respected.</p>

# Seaham Trinity



## Primary School

Curricular Information  
for Parents and Carers

You could help your child at home by:

- Helping and encouraging them to complete weekly homework tasks;
- Visiting the library to borrow books on topics;
- Using the internet to research topics;
- Encouraging them to read and write as often as possible using as many interesting adjectives to add description to their written work, paying attention to paragraphing and punctuation;
- Helping the children to practice their multiplication tables, offering as much mental problems as possible;
- Ensuring your child reads their Home Reader at least 15 minutes per day, and that they return it on a daily basis.

Your child will require their PE kits in school each **Tuesday**.

**Thank you for your support.**