

Our Doorway
into...



Perfect
Planet!



Falconhurst School Spring 2019-2020

Year Group: 6

Pathway: Frozen Kingdom



Our Drivers for Learning and Success
are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Learn about the diverse range of animals on our planet. We will discuss the people and organisations that are involved in protecting them. We also look at Scientists and consider the skills we would need to aspire to be like .

Knowledge of the World

To develop a sense of cultural capital which helps us to recognise, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Learn about the wider world and its impact. We will recognize how animals are a vital part of our planet and we as humans are impacting on their future. We will develop an understanding and knowledge of we can do to preserve the future.

Well-Being

To embed our healthy physical, emotional and mental wellbeing which builds our resilience and keeps us safe, we will:

Children will be taking part in a jigsaw lesson each week, which will focus on personal, social and health education. Children will think about how being an explorer would take dedication, determination and resilience to achieve personal goals.

THE HOME-SCHOOL



CONNECTION

Home links

Research explorers, who tried, failed or succeeded in crossing the Arctic.

Create your own arctic scene.

You will invited to a reading session during the second half of spring term. We will send a letter home with the date and time.

Our learning during this half term will be based on the explorer Ernest Shackleton. The children will read Shackleton's Journey by William Grill, which is a non-fiction book that will support learning about his life and exploration of the south and north pole. This book will show the children about people needing high courage, unbroken resolutions and unshrinking endurance.

During this term, we will also be enjoying the book Brightstorm by Vashti Hardy, which takes a brother and sister on an epic adventure to reach the South Polaris. Children will be using maps and atlases to locate the Antarctica and artic; they will identify physical features and environmental concerns. They will find out about the different environments and the way animals and humans adapt to survive.



	o New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As Scientists we will</p> 	<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>During Year 3 and 4 children would have learnt to:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<p>Evolution Offspring Adaptation Environment</p>	<p>Find out what natural resources and raw materials are reaped from the Arctic. What impact does this have on the environment? Make 'iced jewels'. Mix powder paints and dyes into water, in an array of colours. Pour into an ice cube tray before freezing overnight. Pop the cubes out and explore your iced jewels. What happens if you sprinkle salt on the cubes?</p>
<p>As Geographers we will</p> 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. 	<p>During Year 3 and 4 children would have learnt to:</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<p>Longitude Latitude Hemisphere Tropics of cancer Equator</p>	<p>Research for the polar areas using google, maps or books. Identify countries which are cold like the Arctic and Antarctic. Make an 'Arctic survival' instruction guide.</p>
<p>As Design technicians we will</p> 	<ul style="list-style-type: none"> Create objects that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles 	<p>During Year 3 and 4 children would have learnt to:</p> <ul style="list-style-type: none"> Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. 	<p>Seams Joining Back stitch Running stitch stitch qualities</p>	<p>Use a range of snowy images to create a polar collage. Remember to use lots of interesting textures, shapes, colours and patterns. Design a pair of snow boots for an Arctic explorer. What materials would you use? Let your imagination run wild!</p>
<p>As Musicians we will:</p> 	<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music. 	<p>During Year 3 and 4 children would have learnt to:</p> <ul style="list-style-type: none"> Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. Create repeated patterns with a range of instruments. 	<p>Melody Instrumentation Composition Timbre</p>	<p>https://www.mtna.org/MTNA/Learn/Parent and Student Resources/Websites for</p>