

As mathematicians we will be....

- Calculating, estimating and comparing the volume of cubes and cuboids using standard units
- Calculating area of shapes
- Using simple formulae, expressing missing numbers algebraically and generating and describing linear number sequences
- Solving problems which require answers to be rounded to a specified degrees of accuracy
- Developing and improving the accuracy of our arithmetic methods.

As readers we will be....

- Learning about Shakleton's journey to Antarctica
- Using non-fiction texts to find out about Antarctica

As scientists we will be....

- Recognise that living things produce offspring of the same kind but these vary and are not identical to their parents.
- Identifying how animals and plants have adapted to suit their environment and this may lead to evolution.
- Recognising that living things have changed over time and that fossils provide information about living things that inhabited the world long ago.

As geographers we will be....

- Locating Arctic, Antartica and date time zones, using a variety of sources.
- Describing some of the features of these geographical areas.
- Analysing secondary sources to draw conclusions.

As authors we will be....

- Writing a non-chronological report about Antarctica
- Follow a model to write a poem about winter
- Writing persuasively about global warming.

As artists/designers we will be....

- Researching, designing and making a hat that fits a design specification
- Sewing using a range of stitches

As historians we will be....

- Learning about Shakleton's journey
- Using sources of evidence to develop our understanding of the voyage.
- Comparing Shakleton to other important explorers

As citizens we will be....

- able to identify the special people in my life
- developing ways of beginning new friendships and maintaining existing ones during times of change.
- thinking about strategies for managing some of the pressures in relationships
- learning to get support from people we trust and how we can support other people.
- Describing the key characteristics and forms of bullying.
- talking about personal reasons why someone may engage in bullying.
- describing confidently and demonstrating a number of assertiveness techniques.

As musicians we will be....

- Identifying and comparing sounds and relate them to different musical genres.
- Create and improvise rhythmic patterns

As athletes we will be....

- Developing, applying and evaluating our skills in net and wall games.
- Exploring a variety of rolls, jumps and balances and create, perform and review sequences

As linguists we will be....

- asking and telling the time on the hour
- recognising how analogue times on the hour are abbreviated in French, e.g. 1h, 2h
- linking the times on the hour with the phrases du matin, de l'après-midi, du soir
- understanding and use the numbers 41 to 60

As technology users we will be....

- Coding using variables in more complex ways and to manipulate inputs to create useful outputs.

As theologists we will be....

- Learning how the sacred text is used for worship and as a source of guidance for believers.
- Comparing how the sacred text is studied and treated in Islam, Sikhism and Christianity.

**Y6**

## A Passport to Antarctica



### Key Vocabulary – Spring Term 1

|                |  |
|----------------|--|
| Antarctica     | Earth's southernmost continent. It contains the geographic South Pole and is situated in the Antarctic region of the Southern Hemisphere.                                    |
| global warming | The long-term rise in the average temperature of the Earth's <b>climate</b> system.  |
| voyage         | A long journey involving travel by sea or in space.  |
| evolution      | The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.                                   |
| adaptation     | The process of change by which an organism or species becomes better suited to its environment.  |
| time zone      | A range of longitudes where a common standard time is used.  |
| hemisphere     | A half of the earth, usually as divided into northern and southern halves by the equator, or into western and eastern halves by an imaginary line passing through the poles. |

|                     |   |
|---------------------|---|
| genetics            | The genetic properties or features of an organism, characteristic, etc.   |
| genetic inheritance | A basic principle of genetics and explains how characteristics are passed from one generation to the next.              |
| algorithm           | A process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer. |
| formulae            | A mathematical relationship or rule expressed in symbols.   |
| variable            | An element, feature, or factor that is liable to vary or change.  |
| endangered          | A species seriously at risk of extinction.  |
| carbon emissions    | Carbon dioxide that planes, cars, factories etc produce thought to be harmful to the environment.                       |