

**Year group: 6 Term: Autumn 2**

**Topic: FROZEN KINGDOM**

**Antarctica and Ernest Shackleton**

**Kernow Cluster Topic Overview Sheet**

**Objectives**



**Opportunities for outdoor learning:**

Team work learning to work together like Ernest’s crew did

**Key vocabulary:**

■ atmosphere	■ carbon dioxide	■ climate	■ ecosystem
■ extinct	■ fossil fuel	■ greenhouse gases	■ risk factor
■ global warming	■ the greenhouse effect	■ solar energy (or solar power)	



**Opportunities for trips / visitors:**

Beacon – natural habitats

**PSHE objectives:**

- Bullying
- Online gaming
- ICT safety

**Digital literacy:**

- Research survival situations - powerpoint

**Whole class texts:**

- Finishing: Nowhere Emporium
- Survival

**History objectives:**

a significant turning point in British history, for example, the first railways or the Battle of Britain

**PE objectives:**

- Gymnastics

**Maths objectives: fractions**

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions, including fractions > 1

Generate and describe linear number sequences (with fractions)

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]

Divide proper fractions by whole numbers [for example  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]

Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example  $\frac{1}{8}$ ]

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

- 

**English objectives: flashback. Persuasive letter informal letter and newspaper report**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

**Geography objectives:**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Science objectives: Living things and habitats**

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

☑ give reasons for classifying plants and animals based on specific characteristics.

**Art objectives:**

Not covered in this topic

**Computing objectives:**

Research effects of climate change

**RE objectives:**

Other faiths

and advent

**Languages objectives: French**

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

**Design Technology objectives:**

Design something at home that could save energy or natural resources

Links to previous topics:

- Nature – Darwin
- Courage to meet goals

PSHE:

Understand that we can make a difference to someone else’s life

British values:

- The history of the British people

History skills:

- Research
- Questioning
- reflecting

Geography skills:

- Identifying climate zones
- Understanding how the world copes with changing climates
- knowledge of seas / deserts / oceans in the world,
- research skills
- comparing climates

Art skills:

Not covered in this topic

Links to future topics:

- Famous British people

Maths skills:

Simplify fractions

Fractions on a number line

Compare and order (denominator)

Compare and order (numerator)

Add and subtract fractions (1)

Add and subtract fractions (2)

Add fractions

Subtract fractions

Mixed addition and subtraction

Multiply fractions by integers

Multiply fractions by fractions

Divide fractions by integers (1)

Divide fractions by integers (2)

Four rules with fractions

Fraction of an amount

PE skills:

- creativity
- mental well being

Music skills:

Not covered in this topic

Computing skills:

Not covered in this topic

Kernow Cluster Topic Overview Sheet

Skills

Science skills:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- ☑ give reasons for classifying plants and animals based on specific characteristics.

RE skills:

Other Faiths advent

- To explore how Jesus called some of the disciples and how they responded.
- To know how we should respond to God’s call to be part of His creation in the sacrament of Baptism.
- To understand sin, and that Baptism as new life.
- To explore the kind of people God wants us to be and the symbolism of water as life giving.

Opportunities for home learning / cultural capital:

- Encouraging friends and family to reduce plastic usage
- Identify overuse of plastic at supermarkets

Set homework:

Closing the Gap – maths / spag

English skills:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
-

Design Technology skills:

- Talk in depth about ideas, plans and reasons for choices.
- Select and use an increasing range of tools to cut, shape and join materials and components.
- Select an appropriate way to improve the appearance of a product.
- Evaluate ideas and products against design criteria; and suggest ways in which products can be improved.