


<p>English The children will be reading the book 'Floodland' by Marcus Sedgwick.</p> <p>Throughout this half-term, the children will be writing discussion texts. A discussion text provides a balanced argument to its reader, taking note of the positives and negatives of a particular topic. Usually, discussion texts are written to explore contentious issues; the story of Floodland provides the perfect context for writing in this style. The main character, Zoe, is faced with an incredibly difficult decision and our Year 6s will be challenged with exploring this dilemma.</p> <p>Our work in Geography, looking at the Norfolk Broads, will also give the children another fantastic opportunity to use these writing skills in another context.</p>	<p>Maths During this half-term, the children will be learning how to calculate decimals, including converting them into fractions. Building on our decimal work, we will then shift our focus to measurement. We will be working with length, mass, volume and time.</p> <p>As well as that, we will continue to build on our arithmetic skills and times table recall on a weekly basis.</p>	<p>Science Animals including humans By the end of this unit, they will know:</p> <ul style="list-style-type: none"> • The circulatory system is circulatory and made up of the heart, lungs system, and the blood vessels. • Arteries carry oxygenated blood from the heart to the rest of the body. • Veins carry deoxygenated blood from the body to the heart.
<p>Geography Should we ban tourism from the Norfolk Broads? By the end of this unit, they will know:</p> <ul style="list-style-type: none"> • The locations of UK National parks. • A national park is a park or an area of land officially recognised and protected by a nation's government. • The location of the Norfolk broads. • The reasons why the Norfolk Broads area so popular to different groups of people. • The importance of the broads – environmental, tourism, ecology, research. • Why the Broads are a National park. • The impact of tourism on the Broads. 	<p>Year 6 Spring 1 - Learning Map</p> 	<p>History Why did the Ancient Maya change the way they lived? By the end of this unit, they will be able to:</p> <ul style="list-style-type: none"> • Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like. • Identify, describe and provide reasons to explain the occupations of modern Maya people. • Understand through explanation the purpose of the ancient Maya city of Chichen Itza. • Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions.
<p>PSHE January's Question: What does 'winning at life' look like? We will look at how</p> <ul style="list-style-type: none"> • 'Winning' is not always about being better than others. • Constant comparison to others can negatively affect our mental health. • Life is more than just 'winning' a race or 'being the best' at something. We need to find the things that 'fill us up' and make us feel good. <p>February's Question: What do we mean by relationships? We will look at how</p> <ul style="list-style-type: none"> • People have many relationships in their lives, including romantic and intimate relationships. 	<p>PE</p> <p>Dodgeball During our dodgeball sessions, the children will be taught and given time to practise a variety of throwing techniques, including fake throws to outwit an opponent. Effectively creating and using space for themselves and others will also be another skill which will be practised. There will, of course, be plenty of time to put these skills into competitive action too!</p> <p>Dance During our dance sessions, the children will be working creatively and imaginatively to choreograph and structure dance. They will be encouraged to consider and demonstrate an awareness of what impacts the quality of their performance.</p>	