



# Year 6 Newsletter Spring 1 2024

**KENSINGTON AVENUE PRIMARY SCHOOL**  
Together Everyone Achieves More

# Meet the Classes: Year 6

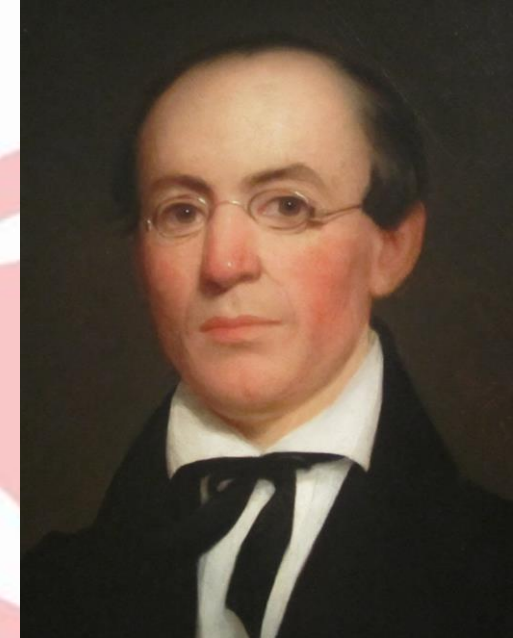
If you have any queries please  
speak to your child's class  
teacher or contact the office:

**Phone:**  
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UK



**Clarkson**  
Miss Ahad



**Garrison**  
Mr Munip

Other adults who work in Year 6: Mrs Robertson, Miss Williams, Mr Al and Miss Allen.

# KAPS Home Learning Expectations

1. **Homework-** Homework will be set on Google Classroom and Education City weekly on a Friday and will be due to be completed by the following Tuesday. If you need a login, please contact your class teacher. Children will receive maths, English (including GPS), a foundation subject and a spelling task. Homework must be completed in the homework book.
2. **Spelling task-** Children will be given 15 words. They must practice spelling these words and incorporate them into sentences.
3. **Reading-** 20 minutes of reading should be completed daily. Books can be changed when children have finished reading the book. Reading records must be signed by parent/carer.
4. **Maths focus-** Children will be provided with workbooks where daily activities will be highlighted for completion for the next day.

*Parent guides (Reading, Phonics, GPS and Maths) for helping children with their learning are accessible on the school website: <https://www.kensingtonavenueprimary.co.uk/parent-information/useful-links/>*



# Class routines and rules

Our class rules are based on our core values:

***RESPECT***  
***RESPONSIBILITY***  
***PERSEVERANCE***

We will expect all children to adhere to these 3 core values and follow the school's TEAM principles: *Together Everyone Achieves More.*

## Clarkson and Garrison class rules:

1. We will respect and care for each other, our school and our property.
2. We will resolve difficulties together and work as a team.
3. We will share resources fairly and take turns.
4. We will always listen when someone else is talking.
5. We will always try our best in everything we do.

# Topic – Frozen Kingdoms



This half term, we'll start by making and observing icebergs. We'll then find out more about them using non-fiction books. We'll learn technical vocabulary so we can write reports in the role of engineers. Using globes and maps, we'll identify the polar regions, comparing the Arctic and Antarctic. We'll also think about how we can protect the polar environment. Then, we'll investigate the tragic story of the RMS *Titanic*, and find out about the people on board. We'll download images of polar features and save our information in digital folders. When we're more familiar with the polar regions, we'll write exciting stories, poems and diary entries from the perspective of brave explorers. Researching our favourite polar animals will be fun, and we'll create animal artwork inspired by the Inuit people. We'll experiment with digital photography and create amazing effects using paints and dyes.

# Core Subjects

Our author of the half term is **R. J. Palacio**.

Raquel Jaramillo Palacio is an American author and graphic designer. She is the author of several novels for children, including the best-selling *Wonder*, which was adapted into a 2017 film starring Julia Roberts and Owen Wilson.

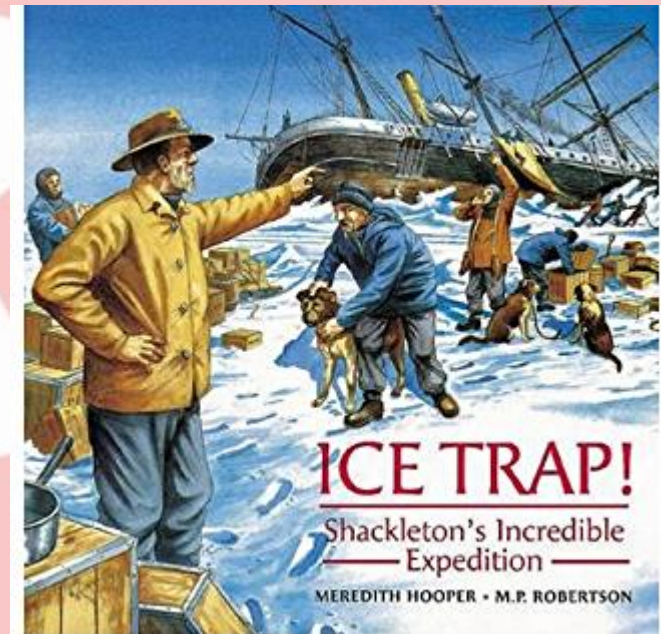
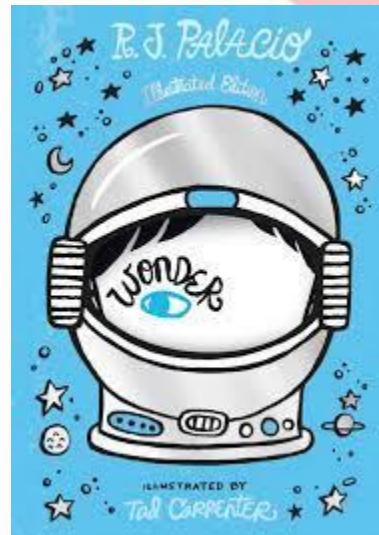
*Wonder* was in part inspired by an incident where the author's son started to cry after noticing a girl with a severe facial deformity.

We can't wait to dive into this book!

## English:

As authors we will be using the amazing story of Shackleton's great expedition to the Antarctic. Whilst reading this text we will be completing a range of activities:

- Log entry as Shackleton - recount.
- Discuss arguments based on a dilemma.
- Create poetry using a picture stimulus.
- Write a rescue letter - persuasion.



# Core Subjects

## Maths:

### Ratios

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found.

### Decimals

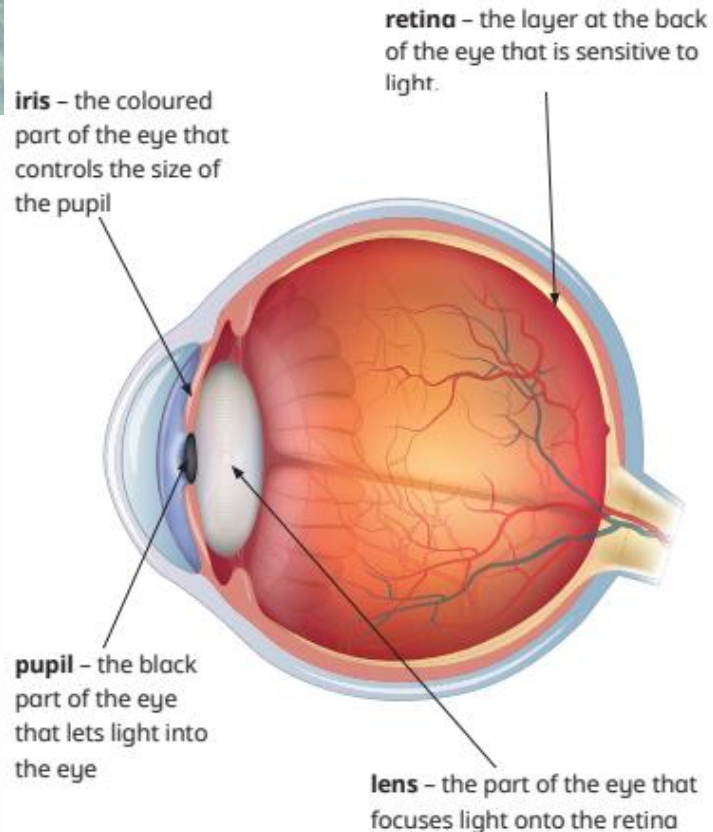
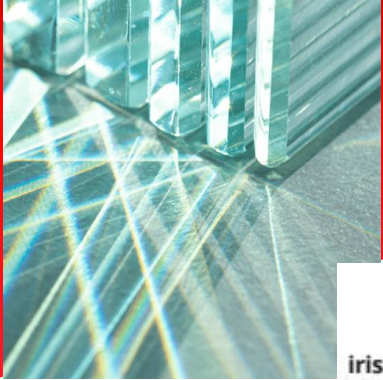
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.

### Fractions, decimals and percentages

- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.



# Core Subjects



## Science: Light

In this topic your child will create a mind map to recap their prior learning about light sources, reflectors, day and night, sun safety and shadows. They will observe how light travels in straight lines. They will use their research skills to discover what happens to light when it enters the eye and how this relates to how we see. They will learn about the electromagnetic spectrum, finding out about visible light in detail. They will investigate how we perceive colour, learning that the stimulation of cells in the eye helps us perceive light, dark and colour. Using a torch for a light source, they will explore how shadows change, including their shape, size and how they become distorted. They will discuss what happens to light when it strikes a surface, learning about absorption, reflection, scattering and transmitted light. They will use different mirrors, including plane, concave and convex, to explore how they affect reflections.



# Foundation subjects

## Art: Inuit

This project will teach children about the Inuit way of life, including some of their cultural and artistic traditions.

- Printmaking.
- Carving.
- Environmental art.
- Recycled, reused and repurposed materials.



## History:

We will be looking at Polar explorations including significant people: Robert Falcon Scott and Ernest Shackleton.

We will also explore the significant events of the sinking of the Titanic.



## D&T: Engineer

This project will teach children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses.

# Foundation subjects



## PE:

This half-term, we will be looking at a range of balances including dynamic, counter and static. This will be in pairs and individually. We will also be working on agility and jumping and landing.

## Computing:

As computing technicians, we will understand and identify barcodes, QR codes and RFID and identify devices and applications that can scan or read them. We will know that data contained within barcodes and QR codes can be used by computers and that infrared waves are a way of transmitting data.

**E-Safety** – Children will be able to describe what a positive online reputation is and explain strategies to create a positive online reputation.



## PSHE:

- The Power of Words - Clean up Your Speech.
- Social Media - Tik Tok.
- Identity, Gender and Sexuality,
- Fair Trade - The Shirt Off Your Back.
- Women in History - Forgotten Achievements.

## Geography:

We will be looking at Arctic and Antarctic regions, lines of latitude and longitude, polar climates, polar day and night, polar oceans, polar landscapes, climate change, natural resources, indigenous people and tourism.

# Foundation subjects

## Music:

Our music topic is 'A New Year Carol.' We will be listening to and learning the songs of Benjamin Britten, as well as learning about his life.



**RE:** Our focus in RE will be Islam. We will discuss and explore the 5 pillars of Islam as well as some of the religious festivals celebrated.






## Spanish: The weekend

In this unit pupils will learn how to:

- Ask what the time is in Spanish.
- Tell the time accurately in Spanish.
- Learn how to say what they do at the weekend in Spanish.
- Learn to integrate conjunctions into their work.
- Present an account of what they do and at what time at the weekend.

¿Qué hora es?



5	PILLARS OF ISLAM	
	SHAHADAH	<i>Belief that there is only one Allah and that Muhammad is Allah's messenger.</i>
	SALAH	<i>Prayer are to be given Allah five times each day</i>
	ZAKAT	<i>Giving of alms, charity, to the poor 2.5% of income</i>
	HAJJ	<i>Making pilgrimage to the House of Allah in Mecca</i>
	FASTING	<i>Fasting sunrise to sunset during the Month of Ramadan</i>



# Key Vocabulary

## English

log  
character  
expedition  
voyage  
poetry  
haiku  
persuasion  
letter  
newspaper  
non-fiction

## Science

light      pupil  
straight      orbit  
reflection      iris  
refraction      muscles  
shadow      contract  
translucent      spectrum  
opaque      retinal  
transparent  
visible  
sclera

## Computing

algorithm      infrared  
barcode      magicband  
binary      privacy  
boolean      proximity  
brand      QR code  
chips      QR scanner  
commuter      online  
contactless      reputation  
data      anonymity  
encrypted

## Mathematics

ratio      numerator  
proportion      denominator  
equal      rounding  
rate      compare  
equivalent      percentage  
decimal      convert  
whole      recurring  
part      quantity  
tenths      decrease  
hundredths      discount  
thousandths      profit

# Homework

Please read the information given on Frozen Kingdoms. This will give you an introduction to the topic. Select one of the following projects to complete over the holidays.

1. Research on Robert Falcon Scott who was a British explorer who led two expeditions to the Antarctic.
2. Research on Roald Amundsen who was a Norwegian explorer, he was the first to discover the Northwest Passage in the Arctic.

Please bring these projects in to class on the first day back to share with everyone.

This will be on Google Classroom along with the rest of your homework.

# Frozen Kingdom

## The Arctic region

The Arctic region is found in the Northern Hemisphere and includes parts of Canada, Alaska, Russia, Finland, Sweden, Norway, Greenland and Iceland along with the Arctic Ocean. Temperatures can reach  $-68^{\circ}\text{C}$  in the winter months, making it one of the coldest places on Earth.



## The Antarctic region

The Antarctic region is found in the Southern Hemisphere and is the world's fifth largest continent. It is covered in an ice sheet that is up to 4.8 km thick. It is the coldest, driest, highest and windiest continent on Earth. Temperatures can reach  $-89^{\circ}\text{C}$ , there is no precipitation and wind speeds can reach 80 km per hour in some areas.

## Nature in the polar regions

The Arctic region is home to small populations of people and an amazing variety of plants and animals, including the polar bear, the Arctic fox and the walrus.



polar bear



Arctic fox



walrus

There are no people that live permanently in the Antarctic region and only two native kinds of flowering plants, but it has a rich sea life, including the emperor penguin, humpback whale and leopard seal.



emperor penguin



humpback whale



leopard seal

## Inuit art

The Inuit live in the Arctic regions of Canada, Alaska, Siberia and Greenland. The early Inuit adapted to the cold, harsh conditions of the Arctic region and became expert builders, hunters, craftspeople and artists. In Canada today, Inuit artists create beautiful sculptures, paintings, prints and drawings that are inspired by the animals, landscape and people of the Arctic region.

## Auroras

Auroras are displays of coloured lights seen in the skies near the North and South Poles. The lights are created when electrically charged particles from the Sun collide with oxygen and nitrogen gas particles in the Earth's atmosphere. The Aurora Borealis, or Northern Lights, can be seen from Norway, Finland, Sweden, Iceland, Canada and as far south as Scotland and northern England. The Aurora Australis, or Southern Lights, are more difficult to see as the lights are mostly seen around Antarctica and the southern Indian Ocean.



## RMS Titanic

On 15th April 1912, the RMS *Titanic* sank in the Atlantic Ocean after hitting an iceberg. The ship was on its first voyage from Southampton, UK to New York, USA. The ship had been labelled 'unsinkable' and only carried enough lifeboats for half the number of people on board. Around 1500 of the 2224 passengers and crew died.





## Robert Falcon Scott

Robert Falcon Scott, or 'Scott of the Antarctic', was a famous polar explorer.

### Early life

He was born on 6th June 1868 in Devonport, UK. In 1880, Scott joined the Royal Navy aged just 13.

### First expedition

Between 1901 and 1904, Scott commanded his first expedition to the Antarctic. The team, which also included the famous explorer Ernest Shackleton, reached further south than anyone before but failed to reach the South Pole. Scott was disappointed not to have reached the Pole and immediately began to plan his second expedition.

### Second expedition

In 1910, Scott set off on his second expedition to become the first person to reach the South Pole. The terrible conditions and lack of working equipment made the journey very difficult. On 17th January 1912, Scott reached the South Pole, only to find that another explorer, Roald Amundsen, had arrived first. Exhausted, Scott and his team members headed home but died of starvation and exposure on 29th March 1912, less than 20 km from their supply depot.



Leat Expedition, 1912. Left to right: Capt Oates, Lt Bowers, Capt Scott, Dr Wilson, PO Evans

## Robert Falcon Scott's second expedition timeline

### 1910

**June** Scott and a team of 36 men set sail from Cardiff, Wales, in the whaling ship, *Terra Nova*.

**October** Roald Amundsen tells Scott he is heading to the South Pole.

### 1911

**January** Scott and his team arrive in Antarctica and set up base camp at Cape Evans.

**March** Scott and his team place shelters and supplies along the route they will take to the South Pole.

**April** The Antarctic winter starts. Scott and his team live in an accommodation hut at Cape Evans.

**September** The Antarctic winter finishes. Scott explains his plans for a South Pole march.

**November** Scott and his team leave Cape Evans to march to the South Pole.

**December** Scott sends some men back to Cape Evans, asking them to provide a rescue team in March.

### 1912

**January** Scott and his team reach the South Pole and realise they have been beaten by Roald Amundsen.

**February** Some men suffer from exhaustion and frostbite.

**17th February** Team member Edgar Evans dies.

**March** Scott and his team wait at a meeting point. The rescue team from Cape Evans doesn't arrive.

**16th March** Team member Captain Oates deliberately leaves Scott's camp to die.

**29th March** Scott writes his last diary entry.

**October** A search party leaves Cape Evans to look for Scott and his team at the end of the Antarctic winter.

**November** The frozen bodies of Scott, Edward Wilson and Henry Bowers are found alongside Scott's diary.

## Glossary

<b>expedition</b>	A group journey with a particular purpose.
<b>explorer</b>	Someone who travels to undiscovered places.
<b>glacier</b>	A large body of ice.
<b>iceberg</b>	A floating mass of ice that has detached from a glacier.
<b>ice cap</b>	An ice sheet that covers less than 50,000 square kilometres of land.
<b>ice sheet</b>	A thick sheet of ice covering an extensive area.
<b>ice shelf</b>	A part of a glacier that extends from the land and floats on the sea.
<b>indigenous</b>	People or things that have always been in a country.
<b>Inuit</b>	Indigenous people who live in the Arctic regions.
<b>Northern Hemisphere</b>	The part of Earth that is to the north of the Equator.
<b>particle</b>	A tiny piece of matter that makes up a solid, liquid or gas.
<b>precipitation</b>	Water vapour that falls to the ground as rain, sleet, hail or snow.
<b>RMS Titanic</b>	A British passenger ship that sank in the Atlantic Ocean.
<b>sea ice</b>	A thin, fragile layer of frozen sea water.
<b>Southern Hemisphere</b>	The part of Earth that is to the south of the Equator.



## Unit Objective:

To describe what activities I do at the weekend with a time and an opinion in Spanish

## By the end of this unit we will be able to:

- Tell the time in Spanish using quarter past, half past and quarter to.
- Say and write in Spanish what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

## It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- Time on the hour as presented in the 'En el colegio' Progressive unit.
- How to give our personal details from memory (name, age and where we live).

## Skills we will develop:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

## Activities we will complete:

Learning to tell the time in Spanish including quarter past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.

## Grammar we will learn &amp; revisit:

**Verbs, conjunctions and opinions.** Revision & consolidation of first person singular high frequency verbs such as **voy** and **juego**. Also being introduced to new verbs such as **veo** and **leo** and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences.

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: B V CC QU Z

- **B** sound in **aburrido**
- **V** sound in **voy, veo, divertido & levanto**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like **dor-mir** and **ge-nial**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **le-van-to**, **di-ver-ti-do** and **a-bu-rri-do**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **in-cre-í-ble**.
- **Silent letters.** H is always silent in Spanish as in the word **horrible** (unless it is a word of foreign origin). It is pronounced **orrible**.



## Vocabulary we will learn &amp; revisit:

Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question '¿Qué haces los fines de semana?' All listed on Vocabulary Sheet.