

Year 6 Spring Takeaway Tasks

Linguistic
I enjoy reading, writing and speaking

Mathematical
I enjoy working with numbers and science

Visual
I enjoy painting, drawing and visualising

Kinaesthetic
I enjoy doing 'hands on' activities

Naturalistic
I am interested in the natural world around me.

Musical
I enjoy making music and listening to music

Intrapersonal
I enjoy working with others

Interpersonal
I enjoy working by myself

Spiritual
I enjoy thinking about BIG issues

Angry Earth

Research a volcanic eruption or earthquake from any time in history. Respond in writing, choosing a form of your choice.

Look on the internet for volcano experiments for kids. Have a go—film the results.

Make a working model of a volcano. Can you even make your model erupt?

Research the effects of volcanoes on plants and animals. Is it always disastrous?

Compose a piece of music that evokes the feeling of an earthquake as it happens.

Write and film a BBC News report (real or one you have made up) about a volcanic eruption or earthquake. Show your film to the rest of the class.

Why do people live near volcanoes? What are the hazards and benefits? Is it right that people live near volcanoes?

World War II

Consider how ICT in today's world would change the way in which evacuees communicated with their families. Present your thoughts to the class, using a suitable ICT source.

Have you heard of Enigma/Bletchley Park? Why not create your own code and messages for others to solve?

Design and make an Anderson shelter, using materials of your own choice.

'Dig for Victory': What were the benefits and importance of growing your own fruit and vegetables during World War II? Present the answers to this question, to the class.

Listen to a range of WW2 music. Can you play any of these to entertain your troops (class)?

Work with a friend to research and serve wartime recipes.

How was Worthing and the local area affected during the war. What evidence can you find of WW2 Worthing?

War and peace—is it ever right to fight?

Consider ways of resolving conflicts diplomatically.



Angry Earth

In this unit, children will study the creation of volcanoes, the types of volcanoes, and the dramatic and explosive physical effects of volcanic eruptions. They will look at the distribution of volcanoes around the world.

Earthquakes will also be covered in this topic, how they occur, where, and what their impact is.

Writing will use link the Angry Earth learning to create atmosphere within the Beowulf story; children progressing their writing by using dialogue to convey character and to advance the action.

World War II

Following declaration of war at Chesswood, pupils are gaining an understanding of what life was like during WW2 in Britain. Topics covered will include:

- Evacuation
- Rationing
- Dig for Victory / Make Do and Mend
- The Blitz

The topic will be enriched through a visit to Michelam Priory, where the children will get first hand experience of what it was like for the children who were evacuated there during World War Two.



Year 6 Spring Term



Readers



Our class novel will be Beowulf—linked to our atmospheric writing. The Boy in the Striped Pyjamas will then be studied to complement our World War II topic. Poetry and a wide range of reference books will be read to support learning for both topics.

Our young authors will create an atmospheric story based on Beowulf, learning how to use dialogue more effectively. They will use this knowledge to write two other story based pieces, extending their range and ability. Finally, they will recount their visit to Michelham Priory and create World War II inspired poetry.

Writers



Mathematicians



‘Nasty’ Maths will be used to continue to improve pupils problem solving and reasoning skills. The main mathematical topics this term will be measurement , geometry, statistics and algebra and ratio. Multiplication tables and written methods need to be secure to support quick recall and application.

Geography will focus upon the Earth’s inner structure, tectonic plate movement and how volcanoes and earthquakes are formed. Children will discover the Pacific Ring of Fire, explore the different types of volcanoes that exist and how they are structured.

Geographers



Historians



World War II is the key focus for History, looking at the Home Front, evacuation, rationing, The Blitz — all enriched through a trip to Michelham Priory.

Pupils will learn how to classify living things into groups and use classification systems to identify animals and plants in the immediate environment.

Scientists



Artists



Street Art will be explored through looking at artists including Banksy. The use of stencilling and spray paint will be a focus with messages including social media and the environment conveyed through children’s own creations.

ICT



Spreadsheets will be investigated via a ‘Theme Park’ project before a WWII class book is written and designed. Finally, Scratch will be used to enhance pupils coding knowledge and skills.

Musicians



Pupils will be using keyboards and iPads to explore falling base lines and arpeggios. They will also be writing descriptively using emotive music as inspiration.

Later in the term the pupils will be writing music reviews for their choice of pop music.

During this term pupils will be taking part in gymnastics as well as outdoor and adventurous activities before progressing on to cricket towards Easter. Linked to our WWII topic children will learn and perform dances from the period.

Athletes



Year 6 ACRO Challenge

Pupils will be encouraged to work towards their ACRO Gold Award. This is based on the skills work being undertaken in school.

Attitude	Creativity	Relationships	Organisation
Aspiration	Innovation	Participation	Managing Risk
Identify your aspirations for the future – this can be a career or other goals you’d like to achieve. Research this area and present your aspirations, reasons for them, and steps needed to achieve this.	Come up with a business idea to raise £50 from the ‘Tenner Challenge’ over the course of the year. This can be completed in a group (business).	Run an event at one of the school charity afternoons (can be part of a group – clear group roles must be given). OR be a regular member of a club inside or outside school.	Prepare a business plan for an enterprise project, which highlights potential risks and steps you will take to minimise these.
Competitiveness	Spotting and Creating Opportunities	Managing Difficult Situations	Reflectiveness
Enter a school, local or national competition at least termly.	Take responsibility for your learning by spotting an opportunity to research a topic of your interest (something different to what you are studying in school). Complete a detailed research project on this area.	Be successful in managing a group during a lesson. Ensure you take all group members’ views into account, seeking to keep the group working well together.	Keep a regular blog / portfolio, reflecting on the successes and next steps in your learning.