

WEATHER & CLIMATE

YEAR 6 SPRING TERM 2



What I already know and can do:

In Geography I have:

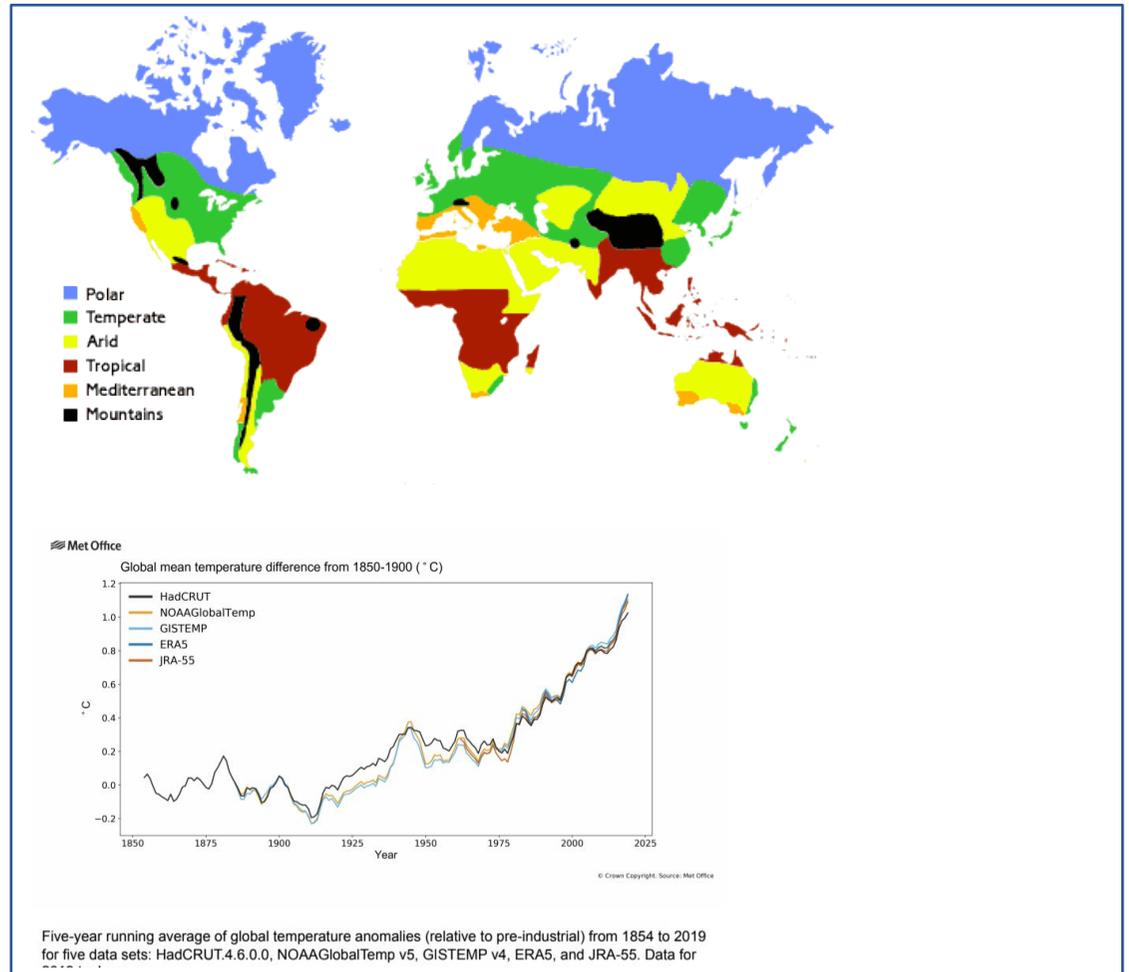
- identified seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.
- used basic geographical vocabulary to refer to seasons and weather.
- identified physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and learned how some of these aspects have changed over time.

Key Vocabulary I will learn:

atmosphere	A layer of gases surrounding a planet.
climate	The average weather conditions for a place usually measured over a long period of time (30 years).
latitude	How far north or south a place is from the equator
Mediterranean climate zone	An area with mild winters and very warm, dry summers.
polar climate zone	An area with a cold and dry climate.
temperate climate zone	An area with cool winters, warm summers and rain all year.
tropical climate	An area with a hot and wet climate all year.

My new learning is:

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Be able to collect and record evidence to answer geographical questions.
- Be able to identify geographical patterns and to use their knowledge and understanding to explain them.
- Be able to explain how physical and human processes lead to similarities and differences between places.
- Be able to communicate their knowledge and understanding of geography in a variety of ways.





Year 6 will be exploring the topic: ‘Weather & Climate’. This unit of work will have a specific focus on developing the children’s knowledge, skills and understanding in Geography.

Maths Learning

Maths:

Measurement: Converting Units

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.

Convert between miles and kilometres.

Measurement: Perimeter, Area and Volume

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)

Number: Ratio

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 similar shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

English Learning

We will be reading:

Way Home by Libby Hathorn & Gregory Rogers

Writing focus:

Poetry

Written to consider and showcase the feelings of the main character

Use of stanzas for structure and other poetic structures

Focus on effect of vocabulary on the reader and of using vocabulary for effect

Diary Writing

Writing a diary from the perspective of the main character of the core text.

Using the skills needed to write a diary –which is compelling, uses a diary voice and uses understanding of the text and characters within.

Characterisation

Development of writer’s voice and characterisation to mirror language of the text and authorial intent

Journalistic Writing

Text is clearly written and adapted to inform the reader; clear viewpoint is established and maintained; relationships between paragraphs give structure to the whole article; expansion of phrases and clauses; succinct quotations, using appropriate voice.

Home Learning

Parents can support in the following ways:

Encourage the children to engage, regularly with the online learning

Ensure children are attending live lessons

Discussing tasks which have been attempted

Allowing time, as breaks, away from screens throughout the day

Reading around the topics as widely as possible

