



Parent Picture – Summer 2 – Year 6 Yen Class

Teacher: Miss Evans

Teaching Assistant: Mrs Heal



Topic: Climate Change

Parent information

Year 6 pupils will be set on an adhoc basis home learning, via **seesaw**. Children will be informed as of the days this work is set and when it is due. In addition to this, please talk to your child about the learning that has taken place each day at school – info will be updated weekly on the class blog and in the newsletter.

PE days are **Monday** and **Friday**. On these days, children should come into school wearing their PE kit.



Science

How is sound produced?

- I can identify how sounds are made associating some of them with something vibrating.
- I know that vibrations from sound travel through a medium to the ear.
- I can find patterns between the pitch of a sound and features of the object that produced it.
- I can find patterns between the volume of the sound and the strength of the vibrations that produced it.
- I know that sounds get fainter as the distance from the sound source increases.

Key Vocabulary: sound, pitch, volume, vibrations, ear drum, frequency, amplitude.

Overview

This half term, Year 6 will be learning all about Climate Change as part of their Geography learning. The children will also start learning their HSE learning this half term, which you will have a letter sent home about so that you are aware of the topics which will be covered. There are lots of exciting things happening this half term including our residential to London, the Fiver Challenge and sports day so make sure you keep an eye on the School Newsletter to stay up to date.

Values

Our values which underpin this term's learning:

Caring
Happiness
Trust
Resilience

Geography

How can I make a difference to our planet?

- **I know and can** describe some of the negative impacts of human behaviour on the planet i.e. plastic pollution, energy consumption, use of fossil fuels etc
- **I know and can** describe different types of renewable energy e.g. solar, wind, tidal power etc and can begin to identify the pros and cons of each.
- **I know and can** give my opinion on current affairs that could impact the planet in my lifetime.
- **I know and can** make connections between my own behaviour and the wider impact of my actions and choices on the planet today.
- **I can** use a variety of tools including NASA Earth's visible light map to discuss energy use around the world.
- **I can** annotate a world map to show alternative energy use.
- **I can** persuade an audience to 'make a difference' to their own behaviours and actions in order to preserve the planet using maps, charts, qualitative and quantitative data I have prepared.

Key vocabulary: climate change, warming, temperature, threat, impact, planet, energy, source, alternative.

Other key learning and topics: Sensing (computing); Express yourself (art); Mechanical systems – pulleys and gears (DT); Growing and changing (PSHE); Themes projects & problem solving (maths); Neighbour – Christian & Sikh (RE); Pop/ WW2 songs (music); Striking and Fielding – cricket, Net and Wall games - tennis (PE); weather and holiday destinations (Spanish); persuasive writing & dialogue (English)