



# Around the World in 80 Days



## Dear Class Six Parents and Guardians,

This term Class Six will be studying different countries around the world, including their animals, people, cultures, religions, languages, food and landmarks. We will also complete an in-depth investigation of a country that is less economically developed and compare it with our own. The outcome of the children's learning this term will be shown in a special assembly for parents on **Friday 22nd March at 2pm**. Please do get in touch if you have any contacts, experience or resources related that you could share with us for our learning journey.

Thank you for your support,

Mrs L Collins & Mrs K Beardmore

### Science

- **Interdependence and Adaptation** - habitats/food webs around the world and investigate how animals adapt to these / variation and **classification** of animals
- **Rocks and soils** - the structure of the Earth - internal/ plates/volcanoes and earthquakes.
- **Micro-organisms** - a study of micro-organisms, different types, their effects on health, food, and more useful uses.

### Geography

- Collect, record and analyse evidence and draw conclusions. Looking at different data related to different countries
- Study of a less economically developed country - Kenya.
- Use and select primary and secondary sources, suggest conclusions and present findings in a variety of ways
- Comparison of different islands: Sicily, Madagascar, New Zealand
- Draw plans and maps at a range of different scales
- Independently identify and describe places of study using geographical language.

### History

- Looking at famous landmarks around the world and their historical background e.g. the Statue of Liberty. Identify and investigate the Seven Wonders of the World - modern and ancient
- Make a chronological timeline of key events from around the world through history - focus on Egypt

### Design Technology

- Creating a shoe for a person from a country around the world
- Preparing and tasting different food from various places and cultures

### Art

- Exploring different textiles and materials
- Aboriginal dot pictures and African silhouettes
- Studying portrait drawing - people from different countries and cultures

### RE / PSHE

- Me and my relationships
- Taking part
- The Easter Story

### PE

- Outdoor Games - developing skills for playing team games including Tag Rugby



### Maths National Curriculum programme of study including the following cross curricular links:

- Time - timetables, time differences, charts for travelling
- Money - costing out prices of holidays / travel - comparing the cost of living / prices in different countries
- Co-ordinates - looking at maps and grids, grid references
- Data handling - graphs - temperature, rainfall, populations

### Literacy

- Authors and Texts - based on an in-depth study of Kensuke's Kingdom
- The Power of Imagery - descriptive poetry
- Short stories with flashbacks
- Formal and Impersonal writing - different types of letters and information booklets/leaflets
- Fiction genres - stories from around the world - written in a particular style choosing genre of story to write within
- Balanced reports—cross curricular related
- Narrative poetry - related to going on holiday

### ICT

- Create a 'PhotoStory' or other multimedia presentation that presents the culture, people and history of a chosen country / island.
- Use ICT for research, discussing reliability and plausibility of sources.

### Music

- Compare music of the Far East, learn to play rhythm patterns together, and compose own group piece of rhythmic music inspired by traditional Chinese dance music.
- Learn a traditional Irish folk song for performance.

### French

- Learn vocabulary relating to transport and countries of the world. Say and write conversational phrases and sentences about holidays.