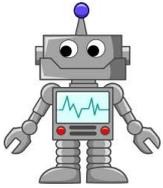


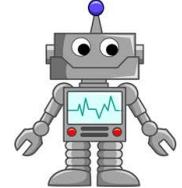


This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.



# Y6 Unit Overview

## HOW THE WORLD WORKS



In our second Unit the Year 6 students will be inquiring into the science strand: forces and energy as well as the social studies strand: resources and the environment through the central idea **'Scientific discoveries can lead to significant technologies.'** We will investigate this through the concepts of Function ('How does it work?'), Responsibility ("What is our/your role?") and Connection ('How is it connected to other things?'). Throughout the unit we will be developing our **thinking skills**, focusing on evaluation, analysis and synthesis, our **communication skills** particularly speaking. Throughout the unit we will develop our ability to be **committed** and to be good **thinkers**. Through this work we will be looking for children to develop their **creativity**.

You may wish to support your child at home in the following ways:

### Developing vocabulary:

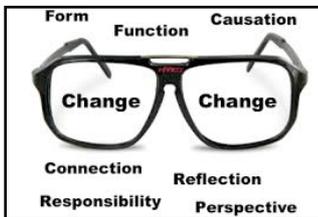


Key vocabulary used in this unit will be:

technology, device, science, computational thinking, advance, process, discoveries, application, experiment, coding, systematic, evaluation, implication, economic, societal, political, environmental, create, synthesis, variables

**Please consider using your Mother Tongue to develop your child's understanding of these words.**

### Conceptual questions:



This unit will be addressed through the lens of **function/form** and **responsibility** and **connection**. Over the next few weeks try to talk to your child about these concepts by exploring questions such as: What is the relationship between science and technology (connection)? What process do scientists go through in order to understand and solve problems (form/function)? What factors need to be considered when designing or creating something new (responsibility)?

### Fun things to do together:



Do some science experiments together and go through the scientific process, helping your child analyse what's happening and evaluate the results. The following website has a lot of experiments to choose from: <http://www.stevespanglerscience.com/>

Look through your home for "old" technology and look at how it might have advanced over time. Explore current news together and look at where new technology and scientific understanding are impacting the world from economic, social, political and environmental perspectives.

### Look for action:



ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the Unit of Inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know!

**Any action that you tell us about will be kept as part of your child's records.**





Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

### **ENGLISH:**

In reading students will be engaging with scientific texts such as newspaper articles, magazines and online publications and improve their ability to synthesis information from a variety of sources. Through these readings they will acquire new scientific vocabulary and develop their ability to take notes on new understandings. We will develop their ability to identify the main idea in a text through highlighting key words and then summarising it into their own words. In writing we will focus mainly on explanation and persuasive texts. Students will be asked to design futuristic technologies and persuade others that their advancement is better than others. Students will also work on their persuasive speaking skills through classroom debates. When viewing and presenting students will be looking at how text and illustrations work together to convey a message.

### **MATHS**

- Understand the relationship and convert between common fractions, decimal fractions and percentages
- Find percentages of numbers or quantities with and without a calculator
- Simplify fractions in mental and written form
- Estimate, compare and measure objects (progression tab – emphasise 2D and 3D) using standard units of measurement: length, perimeter, mass, capacity, volume. area, temperature.
- Collect, organise and represents statistical data (including bar, pie, line graphs and tree diagrams)
- Convert between units using decimals to at least 2 decimal places.

### **SCIENCE and SOCIAL STUDIES**

- evaluate the impact of scientific and technological development on the environment (responsibility)
- investigate technology developments (form/causation)
- suggest areas for future technological advances
- identify the science behind some technological advancements (connection)
- write code containing repetition and variables.

**Information Technology/Coding** (this unit offer an excellent opportunity for students to find out about and learn how to code)

Rationale for coding: In the unit students will have the opportunity to explore some scientific understandings such as magnetism, identify how properties have been utilised in innovations and the effect that these have had. The ability of our students to code is essential as coding is the key to innovations in the future.

### **CHINESE**

This term students in some classes will be looking at choices we make about the food we eat. We will also have discussions on food making process in relation to carbon emission and the impact on our choices. Other discussions will be held focusing on concepts of responsibility and change. At the same time, we will also continue our standalone topics in Chinese.

### **MUSIC**

Year 6 have been making their own instruments and talking about how sounds and vibrations are made and controlled. They have explored different techniques of playing instruments and also how instruments and technologies can be improved. They are making pieces using the instruments that have contrasting sections encouraging them to use the instruments to explore the concepts of dynamics, texture, pitch, rhythm, tempo and form.

**Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.**



*“Success for Every Child”*