

**INSTITUT INTERNATIONAL DE LANCY**  
**ENGLISH SECTION**

**Outline of our work for Spring first half-term – Year 6/7**

**What will we be learning?**

**Numeracy:**

*We will be developing these skills and concepts:*

Place value, ordering and rounding. Finding the difference between a positive and negative integer. Ordering positive and negative numbers. Developing calculator skills.

Understanding multiplication and division. Using brackets, using factors, partitioning numbers. Extending written methods to short division of HTU and decimals. Word and number problems. Ordering fractions by converting to a common denominator. Finding fractions of numbers, rounding decimals. Shape and space. Calculating perimeters of regular and irregular shapes. Measuring, ordering and estimating acute, obtuse and reflex angles. Calculating vertically opposite angles, angles in a triangle and angles around a point.

*How you can help at home and during the holidays:*

During the winter season it is appropriate that your child becomes familiar with the negative number line. This can be easily achieved by looking at thermometers and discussing changes in the temperature and finding the change in temperatures or when watching worldwide weather forecasts finding the differences in temperature of one cold place with another. Practice calculator skills by using them to check answers to calculations.

**Language and Literacy:**

*We will be developing these skills and concepts:*

Direct and indirect speech. Active and passive verbs. Spelling patterns for er, or, ar, ury, ery, ary and plurals. Unstressed vowels and tricky words

The value of connectives in constructing writing – time, place and reason.

Studying in depth the Mystery story genre and constructing an extended piece of writing in this form. Science fiction and the use of flashbacks in story telling. Constructing an effective argument and writing balanced reports on controversial issues such as corporal and capital punishment.

*How you can help at home and during the holidays:*

This term the children need to have access to a range of mystery and science-fiction books. In non-fiction work, as we look at the construction of balanced arguments, it would be beneficial if these ideas could be practiced at home orally, with up-to-date moral and social issues as they appear in the news and day-to-day conversation. This will allow your child to formulate ideas and views verbally and will contribute to their ability to present these types of issues coherently in their written work. The features of a balanced argument are Summarising the different sides of an argument, clarifying the strengths and weaknesses of different positions, signaling personal opinion clearly.

Visits to libraries and bookshops along with 'book-swapping' is a good way of allowing children to have access to as wide a range of literature as possible.

Access to a dictionary and children's thesaurus is essential.

**Science:**

*We will be covering these topics:*

More about dissolving

*We will be developing these skills and concepts:*

Solids do not disappear when they dissolve in a liquid. You can get them back by evaporating the liquid, leaving the solid behind. When a solid dissolves, tiny bits of it come off and become part of the liquid. How quickly a solid dissolves depends on what you do to it. Using small pieces of solid helps because there is a lot more of the solid touching the water than there is in a big chunk. Stirring helps because it knocks pieces off the solid into the liquid. Heating the liquid helps break the bonds that link together the molecules of the solid.

*How you can help at home and during the holidays:*

There are a variety of different experiments that can be done with relative safety and ease at home. Try dissolving sugar cubes or salt crystals at different temperatures to see at which temperature solids dissolve faster. Also see which things in the kitchen cupboard dissolve easily in water. Leaving solutions to dry out for a few days in a warm place, or heating a solution of salt water will allow your child to see not only the process of evaporation but also that the solid is left behind. Measuring the amount put in (teaspoon/weight) will allow your child to see that the same volume remains and that no solid is lost during the process.

For some fun! Using some glasses or jars, strips of blotting paper (approx. 2.5 x 10cm), a ruler, a pencil, water and some water-soluble felt-tip pens, you can try some simple chromatography. Pour a little bit of water into each of the jar, so it is 1cm up the side.

Measure 2cm from one end of the strip of paper and draw a line across with a pencil. Begin with a black felt-tip and one strip of blotting paper. Put a little dot in the middle of the line. Do this with the other strips of paper and different coloured felt-tip pens (do include a brown one!). Put each strip of paper into the jar carefully so that the coloured dot is 1cm above the water. Fold the other end over the edge of the jar so that it doesn't flop around. Wait for about 5 minutes and then take out the strips of paper. The ink from the pens should have spread up the paper and separated into different colours. Each different colour is due to ink molecules of different shapes and sizes. The water going up the paper carries the ink molecules along but then drops them again at some point. Just like rocks being carried along a stream, the bigger molecules are harder to carry and get dropped earlier.

### **Geography:**

*We will be revisiting our:*

Mountains topic: to consider Mountains and Tourism. Mountain activities. The problems caused by tourism: litter, noise, erosion – pollution. The clothing and equipment needed on an expedition or camping holiday in a mountain environment. The first successful expedition to climb Mount Everest.

*How you can help at home and during the holidays:*

Find out about the kinds of clothing people should wear when walking in the mountains. Find out about avalanches. Where do they occur? Are they dangerous? Why? Discuss the advantages and disadvantages of tourism. Make a list of mountain activities

### **History:**

*We will be continuing this topic:*

What was it like for children living in Victorian Britain?

How did different Victorian children use their leisure time: toys, Sundays, days out, holidays.

Who helped to improve the lives of Victorian children. What it was like going to school. How did life change for children during the Victorian Period. Famous writers, politicians and inventors.

### **Useful Educational Websites**

[http://www.bbc.co.uk/schools/4\\_11/literacy.shtml](http://www.bbc.co.uk/schools/4_11/literacy.shtml)

<http://www.channel4.com/learning/main/primary/>

<http://news.bbc.co.uk/cbbcnews/>

<http://www.planet-science.com>

<http://www.parentcentre.gov.uk>