



**Birchfield**  
PRIMARY SCHOOL

Year 6 Curriculum Overview  
Term 2.1

Teaching Team:

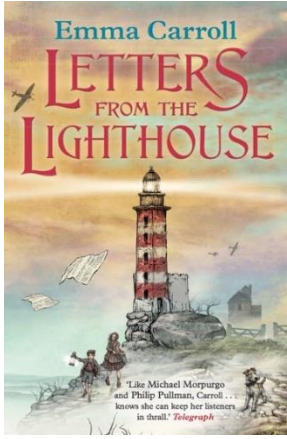
Miss Fowler, Mr Chapman and Miss Shakespeare

SLT: Miss A Hazeldine, Mr J Aldred

PE (Physical Education) Days: Tuesday

Homework: Every Friday

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

<p>Enquiry Question: Geography</p>	<p>How are the Commonwealth countries protecting the environment?</p>
<p>Significant People</p>	<p>Alessandro Volta</p>
<p>Class Texts</p>	<p>Letters from the Lighthouse – Emma Carroll Themes: struggle of refugees, prejudice, tolerance and bereavement.</p> 
<p>Reading</p>	<p><b>Reading domain:</b> 2c: summarise main ideas from more than one paragraph. 2d: make inferences from the text / explain and justify inferences with evidence from the text.</p> <p><b>Test techniques:</b></p> <ul style="list-style-type: none"> <li>- Analysing texts and drawing out key information to support their own research, summarising the main ideas.</li> <li>- Short, constructed response – extracting information from the text (literal/inference)</li> <li>- Extended constructed response – open ended response (literal/inference)</li> </ul>

Writing	<p>During this half term, children will continue to develop their narrative writing skills, focusing on techniques such as pathetic fallacy and the use of adverbs of manner, crafting an engaging narrative inspired by <i>The Ghost of Christmas Present</i> from <i>A Christmas Carol</i>.</p> <p>In addition, students will explore the features of instructional writing, linking this to science by writing clear, methodical instructions for an investigation. They will practice using the imperative, as well as incorporating parenthesis through brackets.</p> <p>Poetry will also be a key focus, with children studying its features and creating their own poems inspired by the class text <i>Letters from the Lighthouse</i>. They will experiment with rhythm and rhyme, honing their ability to write with a sense of musicality. Using the same text as a stimulus, students will learn how to craft short stories, focusing on effective use of short sentences, ellipses, and participle adjectives and phrases.</p> <p>Finally, students will explore the structure and features of a balanced argument. They will apply these skills to write their own balanced argument on the topic of plastic use, making use of emotive language/phrases, evaluative and conjunctive adverbs to strengthen their position.</p>
Maths	This half term, children will continue to develop and consolidate their knowledge

	<p>and skills with fractions, decimals, and percentages. They will be introduced to ratio and algebra. Pupils will become fluent and develop reasoning and problem-solving strategies.</p>
Geography	<p>In the Spring term, students will embark on an engaging exploration of The Commonwealth. They will begin by studying the geographical significance of the Commonwealth nations, locating them on a map, and understanding the concepts of longitude and latitude. Through interactive map skills, pupils will learn how to identify time zones and practice reading them effectively.</p> <p>Students will also dive into global environmental issues, with a focus on climate change. They will examine the causes and impacts of climate change, while also exploring ongoing conservation efforts and the steps being taken to mitigate its effects. This will provide a comprehensive understanding of the interconnectedness of global environmental challenges.</p> <p>The unit will culminate with a detailed study of water conservation within the Commonwealth. Pupils will learn how water use varies across countries, influenced by factors such as latitude, climate, and the demands of agriculture and industry. They will investigate the challenges faced by nations with limited water supplies and explore practical strategies for water conservation and management.</p>

	<p>By the end of the unit, students will have developed a deeper understanding of global environmental issues and the role of the Commonwealth in addressing these challenges. They will be equipped with knowledge of how geography, climate, and resources are interlinked and how sustainable practices can help protect the planet for future generations.</p>
Science	<p>During this half term, children will explore the classification of living things, learning to group micro-organisms, plants, and animals based on observable characteristics such as body structure, habitat, and behaviour. They will classify unfamiliar plants and animals from various habitats, justifying their decisions and developing an understanding of why classification systems are important. The curriculum will also introduce electrical circuits, where students will learn about key components like conductors, insulators, cells, resistors, switches, and sensors, and how these parts work together in series and parallel circuits. They will explore the concepts of current and voltage and practice drawing circuit diagrams. In addition, students will focus on safety when working with electricity and will be introduced to programming micro:bits, using sensors and basic coding to create interactive circuits. Through hands-on activities and problem-solving tasks, children will deepen their understanding of both</p>

	biological classification and electrical systems.
Mandarin	Children will be learning about these topics, this half term: <ul style="list-style-type: none"> <li>• More pets and animals</li> <li>• Food and drink</li> <li>• Chinese New Year traditions and celebrations.</li> </ul>
Art	This half term, children will explore a variety of mark-making techniques using both dry and wet media. They will study surrealism and abstract art, identifying techniques in selected artworks. Inspired by Paul Nash, they will create their own surrealistic paintings, incorporating war objects and experimenting with sketching and painting in a surrealist style.
Music	The 6-week unit of work will build on previous learning. Pupils will begin to understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. All the learning is focused upon Bacharach Anorak and children will learn to play the tune and middle 8. They will also improvise using the same notes, compose, rehearse and perform their own tunes.
PSHE	How can the media influence people? This half term, children will be studying how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings, and actions. Understand how they

	<p>can keep themselves safe and evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</p>
Computing	<p>This unit will introduce learners to the concept of variables in programming using Scratch. They will explore how variables can represent values that can be set and changed, drawing connections to real-world examples. Learners will then apply this understanding by creating a scoreboard simulation and experimenting with variables in existing projects. Through a hands-on, creative process, they will modify and design their own projects, focusing on both technical skills and design principles. By the end of the unit, learners will have the opportunity to improve their Scratch games, applying their knowledge of variables and design to create more dynamic and interactive projects.</p>
RE (Religious Education)	<p>Remembering roots – pupils will consider how they remember special people, places and events and think about why is the past important.</p>
PE	<p>Gymnastics: In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction, and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback to make improvements on</p>



performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Fitness: Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance, and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.

# Knowledge Organiser: Reading

## BOOK KNOWLEDGE ORGANISER – LETTERS FROM THE LIGHTHOUSE BY EMMA CARROLL

### Important Information

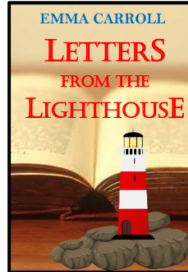
**Plot**  
After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. Olive becomes the local lighthouse keeper's post-girl, carrying secret messages (as she likes to think of the letters) to the villagers. However, Olive has a secret of her own. Her older sister Sukie went missing in an air raid, and she's desperate to discover what happened to her. She finds a strange, coded note which seems to link Sukie to Devon, and to something dark and impossibly dangerous.

**Themes**  
Determination, Courage Vs Fear, Loss, Survival, Friendship and Acceptance.

**Setting**  
The book is initially set in the city of London in 1941, during WWII. However, after frequent air raids, Olive and Cliff are sent as evacuees to the fictional village of Budmouth Point on the Devonshire coastline with Queenie. Before long, they find themselves staying in the local lighthouse with the local lighthouse keeper and his dog.

### Characters

Olive Bradshaw	Thirteen-year-old girl who is evacuated from London to Devon.
Sukie Bradshaw	Olive's older sister who suddenly goes missing one day.
Cliff Bradshaw	Younger brother of Olive who is also evacuated to Devon.
Gloria	Olive's kind next door neighbour who organises their evacuation.
Queenie	Gloria's sister who the children initially stay with.
Rachel (Mum)	Olive, Sukie and Cliff's mother who wants to keep them safe.
Nurse Spencer	Nurse who looks after Olive in St. Leonard's Hospital.
Mr Borrowman	Teacher who escorts the children to Devon and teaches them there.
Eather Jenkins	A girl who Olive and Cliff do not seem to get on well with.
Mrs Henderson	Local resident of Budmouth Point who helps organise the evacuees.
Miss Carter	Local resident of Budmouth Point who helps organise the evacuees.
Ephraim Pengilly	The lighthouse keeper with whom the children move in with.
Pixie	Ephraim's dog who the children bond with and save from danger.
Mr Spratt	Navy coastguard who wants the lighthouse painted black.
Mrs Wilcox	Farmer's wife who is one of the first on the scene to a downed plane.
Refugees	People who are forced to leave their country to safety.



Name of Book: Letters from the Lighthouse  
Date Published: 2017  
Author: Emma Carroll  
Reading 'Reconsidered' Spine: Year 5/6 Appropriate  
Genre: Historical Fiction

### What Can the Book Teach Us?

Communities can work together for the greater good.

Everyone has a story to tell. WWII affected everyone in some way. Treat all people with dignity and respect.

### Quotes

*"I took a big breath, like I was standing on the edge of a wall trying to find the courage to jump."*

*"Olive, Mum said, stroking my fringe. 'I need you to listen to me, and I need you to be brave.'"*

*"Beneath our race, our religion, we were all human beings. We all hurt in the same ways."*

### Key Vocabulary

dithering	hesitate because they are unable to make a quick decision
dismal	sad and depressing, especially in appearance
evacuating	send someone to a place of safety, away from danger
bombarding	attack with continuous heavy gunfire or bombs
overwhelming	being affected by something so much you cannot deal with it
hollered	yell call, cry or to shout very loudly
ravenous	someone who is starved, very hungry, famished
bewildering	very confusing and difficult to understand
precariouly	not in complete control of events; uncertain/tricky
queasy	to feel rather ill, as if you are going to be sick
exasperated	frustrated/angry because of something that is happening
ominous	the thought that something unpleasant will happen
seize	take hold of something quickly, firmly, and forcefully
hysterical	a state of uncontrolled excitement, anger, or panic
refugee	people forced to leave their country due to war or because of their political or religious beliefs
persecuting	treated cruelly/unfairly because of their race or beliefs
smuggle	to illegally take things in or out of a place
telegram	message that is sent electronically and then printed
fascism	opposed to democracy and prejudiced towards a subject

**Context** – World War Two began in 1939, when Germany invaded Poland Britain and France then declared war officially on 3rd September. After Hitler had refused to abort his invasion. The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941, during the Second World War. The term was first used by the British press and originated from the term Blitzkrieg, the German word for 'lightning war'. It was this that meant many children were evacuated for safety out of large cities to the countryside to stay with people they did not know. Some experiences that the children had were good, others were not. The lights on many lighthouses and lightvessels were extinguished during the Second World War, but not all lights were extinguished outright. Many lighthouses on enemy flight paths were painted with camouflage paint. Many Keepers on Lighthouses, and crewmen on Lightvessels lost their lives, and are commemorated on a memorial in Trinity Square in London.

## Writing

### Spellings...I need to know some of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

### Punctuation Reminders:

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
...	Ellipsis to show a long pause for tension.
" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for parenthesis.

### Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as  
before after until  
unless since when

Can you use a subordinate clause in different places in your sentences?

### Writing Mat Working towards Year 6

#### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

Use a mixture of simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

#### Important Links!

Link your sentences and paragraphs using adverbials:

##### Time

Subsequently, Later that day,

Finally,

##### Place

Deep inside the forest, Below the sea,

##### Frequency

Occasionally, Often,

##### Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

##### Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

#### It's All Relative!

Use a relative pronoun to add a relative clause.

who

whom

that

The reign of the Tudors, which has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

**Important Links!**  
Link your sentences and paragraphs using adverbials:

**Time**  
Subsequently, Later that day,

**Place**  
Deep inside the forest, Below the sea,

**Frequency**  
Occasionally, Often,

**Contrast/ Cause**  
On the other hand, In contrast,

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Breathing heavily, Waiting anxiously, Without warning,

**Creating Cohesion Top Tip:** Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

**Be a Punctuation Professional:**

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
...	Ellipsis to show a long pause for tension.
" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for extra information or asides.
:	Colon to separate clauses.
;	Semi colons to separate clauses.

**Writing Mat**  
Expected Year 6

**Perfect Parenthesis!**  
Use brackets, commas or dashes to punctuate extra information and asides:  
The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.  
The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

**Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...**  
startled alarmed apprehensive

**Or 'show' a character's feelings:**  
his breathing quickened her heart raced  
sweat trickled gasping for air

**Spellings... I need to know all of these:**

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
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attached	environment	muscle	sincere
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bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

**Active and Passive**  
Use active and passive sentences appropriately:  
**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.  
**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Check for:**

- cohesive links
- consistent tense and person
- genre features
- subject/verb agreement
- layout devices
- paragraphs with

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:  
if because as  
before after until  
unless since when

**Writing Mat**  
Greater Depth Year 6

**Spellings... I need to know all of these:**

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**Punctuation Reminders:**  
A . ! ? ' , " " ( ) ... : ; -  
Use a full range of punctuation.

**Check for:**

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

**Active and Passive**  
Use active and passive sentences appropriately:  
**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.  
**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Create a Mood!**  
Where appropriate, in formal writing, use the subjunctive mood:  
If I were The Queen, ...  
Were there to be a change in my circumstances...

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:  
if because as  
before after until  
unless since when

**Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...**  
startled alarmed apprehensive  
Or 'show' a character's feelings:  
his breathing quickened her heart raced  
sweat trickled gasping for air

**Perfect Parenthesis!**  
Use brackets, commas or dashes to punctuate extra information and asides:  
The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.  
The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

**Be a Punctuation Professional!**  
Use semi colons, colons and dashes to mark independent clauses:  
It felt like forever- the longest six weeks holiday of all time.  
Jack's eyes slowly opened; there was no one to be seen.  
They all knew his secret: he was a specialist secret agent.

**Important Links!**  
Link your sentences and paragraphs using adverbials:  
**Time**  
Subsequently, Later that day,  
**Place**  
Deep inside the forest, Below the sea,  
**Frequency**  
Occasionally, Often,  
**Contrast/ Cause**  
On the other hand, In contrast,  
As a result, Consequently,  
**Manner/ Behaviour**  
Breathing heavily, Waiting anxiously, Without warning,

# Science

## Animals and Their Habitats - Frozen Kingdom

### Classification Keys

#### What are Classification Keys?

- **Definition:** A classification key is a tool that helps scientists and researchers identify organisms based on their characteristics.
- **Purpose:** It allows us to classify living things and understand their relationships with one another.
- **Structure:** Typically presented as a series of questions that lead to the identification of a species.



#### How are Classification Keys Used?

- **Biologists** use keys to identify organisms during field studies.
- **Educators** use keys to teach about biodiversity and classification.
- **Examples:** A simple key might ask questions about the organism's features, such as "Does it have feathers? Yes/No" leading to different branches for birds and mammals.

### Adaptations

#### What are Adaptations?

- **Definition:** Adaptations are special features or behaviours that allow animals to survive and thrive in their environment.
- **Types of Adaptations:**
  - **Structural Adaptations:** Physical features of the organism such as shape, colour, and body structure (e.g. thick fur).
  - **Behavioural Adaptations:** Ways in which an organism behaves to survive (e.g. migration).
  - **Physiological Adaptations:** Internal processes in an organism (e.g. hibernation).

#### Adaptations in the Polar Regions

##### Key Adaptations for Survival

1. **Thick Fur and Feathers:**
  - a. Animals like polar bears and Arctic foxes have thick fur for insulation.
  - b. Penguins possess thick feathers that keep them warm and dry in freezing temperatures.
2. **Blubber:**
  - a. Marine mammals like seals and whales have a layer of blubber, providing insulation and energy reserves.
3. **White Coat for Camouflage:**
  - a. Animals such as the Arctic hare and polar bear have white fur to blend in with the snowy environment, helping them avoid predators.
4. **Shorter Extremities:**
  - a. Polar animals often have shorter ears and limbs (known as Allen's Rule) to reduce heat loss.
5. **Specialised Feet:**
  - a. Some animals, like snowshoe hares, have large, furry feet that allow them to walk on snow without sinking.
6. **Behavioural Adaptations:**
  - a. Many species migrate during the harsh winter months to find food and warmer climates (e.g. migratory birds).
  - b. Some animals, like the Arctic fox, store food for winter when resources are scarce.
7. **Hibernation:**
  - a. Certain animals slow their metabolism to conserve energy during the winter months when food is limited (e.g. bears).

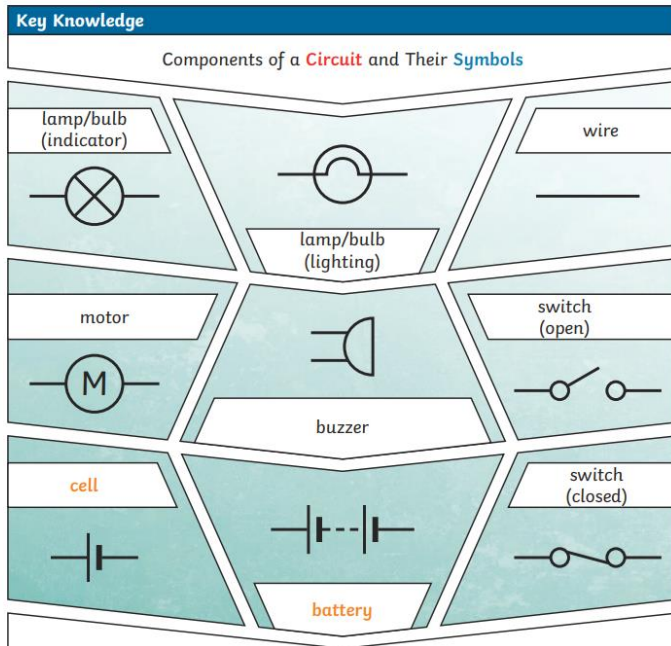


##### Importance of Adaptations

- Adaptations are crucial for survival. Without these special features and behaviours, animals would struggle to find food, shelter, and mates in the extreme conditions of the polar regions.

Understanding animals and their adaptations in the frozen kingdom helps us appreciate the complexity of life in extreme environments. Classification keys play an essential role in studying biodiversity, providing a structured approach to identifying the vast array of species based on their unique characteristics. Always remember, adaptations are the keys to survival for these remarkable creatures of the polar regions!

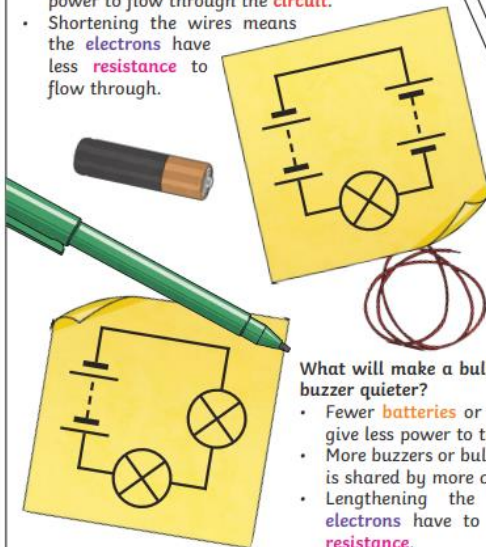
Key Vocabulary	
<b>circuit</b>	A path that an electrical <b>current</b> can flow around.
<b>symbol</b>	A visual picture that stands for something else.
<b>cell/battery</b>	A device that stores chemical energy until it is needed. A <b>cell</b> is a single unit. A <b>battery</b> is a collection of <b>cells</b> .
<b>current</b>	The flow of <b>electrons</b> , measured in <b>amps</b> .
<b>amps</b>	How electric <b>current</b> is measured.
<b>voltage</b>	The force that makes the electric <b>current</b> move through the wires. The greater the <b>voltage</b> , the more <b>current</b> will flow.
<b>resistance</b>	The difficulty that the electric <b>current</b> has when flowing around a <b>circuit</b> .
<b>electrons</b>	Very small particles that travel around an electrical <b>circuit</b> .



**Key Knowledge**

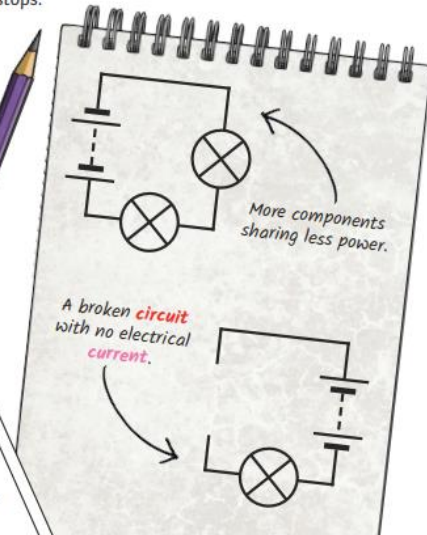
What will make a bulb brighter or a buzzer louder?

- More **batteries** or a higher **voltage** create more power to flow through the **circuit**.
- Shortening the wires means the electrons have less **resistance** to flow through.



**Series Circuit**

A **circuit** that has only one route for the **current** to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series **circuit** breaks, the **circuit** is broken and the flow of **current** stops.



# Geography

## The Commonwealth

The Commonwealth is a political association of 56 member countries, most of which are former territories of the British Empire. It promotes democracy, human rights, and economic development. The Commonwealth countries work together to improve the lives of people in their nations and promote peace and cooperation.

### Why the Commonwealth Countries are Important

- Cultural Exchange
- Economic Cooperation
- Support for Development
- Peace and Security

### How Many Countries are There and Where are They Located?

There are **56 countries** in the Commonwealth located across every continent:

- **Africa:** Nigeria, South Africa, Kenya, Ghana, and others.
- **Asia:** India, Pakistan, Bangladesh, Malaysia, and others.
- **Caribbean and Americas:** Canada, Australia, Jamaica, and others.
- **Europe:** United Kingdom, Malta, Cyprus.
- **Pacific:** Australia, New Zealand, Papua New Guinea, and others.



### What Does Longitude and Latitude Mean?

- **Longitude:** Vertical lines that run from the North Pole to the South Pole. They measure how far east or west a place is from the Prime Meridian.
- **Latitude:** Horizontal lines that run parallel to the Equator. They measure how far north or south a place is from the Equator.

### Example Coordinates:

The coordinates of London, UK are approximately **51.5074° N, 0.1278° W**.

### What are Time Zones?

Time zones are regions of the Earth that have the same standard time. They are divided by lines of longitude and can impact daily life like trading hours, school times, and communication.

- **Greenwich Mean Time (GMT):** The starting point for time zones, located in Greenwich, London.
- Time zones can be expressed as GMT plus or minus a certain number of hours.



### What is Climate Change?

Climate change refers to significant changes in global temperatures and weather patterns over time. It is primarily caused by human activities like burning fossil fuels, deforestation, and industrial processes, leading to increased greenhouse gases in the atmosphere. There are things that we can do to help prevent climate change, such as:

- **Reduce, Reuse, Recycle:** Minimise waste and conserve resources.
- **Use Renewable Energy:** Switch to solar, wind, and hydroelectric power.
- **Plant Trees:** Trees absorb carbon dioxide and provide oxygen.
- **Sustainable Transportation:** Use bikes, walk, or use public transport instead of cars.
- **Educate Others:** Raise awareness about climate issues and solutions.

### What is Sustainability?

Sustainability means meeting our own needs without compromising the ability of future generations to meet theirs. It focuses on using resources in a way that preserves the environment and biodiversity for the future.

### What is Being Done in Countries to Help Conserve Natural Resources?

- **Reforestation Projects:** Countries are planting new trees to replenish forests.
- **Water Conservation Campaigns:** Initiatives to save water and improve usage.
- **Wildlife Protection Laws:** Enforcing laws to protect endangered species and habitats.
- **Sustainable Farming Practices:** Using techniques that protect the environment while producing food.

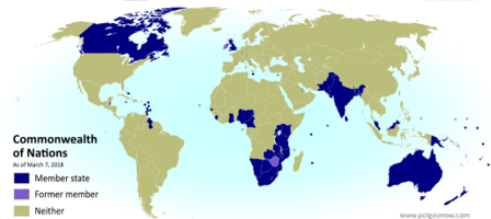
### What Countries in the Commonwealth Have Limited Water?

Some Commonwealth countries with limited water resources include:

- **Malawi:** Faces issues related to water scarcity and infrastructure.
- **Sudan:** Struggles with desertification and access to clean water.
- **Pakistan:** Dealing with rapid population growth and water stress.

Water can be conserved in the following ways:

1. **Rainwater Harvesting:** Collecting rainwater from roofs for drinking and irrigation.
2. **Drip Irrigation:** A method of watering plants where water drips directly to the roots, reducing wastage.
3. **Efficient Fixtures:** Using water-efficient toilets, taps, and showerheads.
4. **Education:** Teaching communities about the importance of water conservation.
5. **Fixing Leaks:** Repairs to taps and pipes can save significant amounts of water.
6. **Water-Saving Gardening:** Planting native, drought-resistant plants.



## Home Learning

Children to use the knowledge organisers provided to help them further their learning regarding the enquiry question.

### **Home Learning**

#### Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

#### Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zncsscw>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

#### Maths:

<https://www.bbc.co.uk/bitesize/subjects/z826n39/year/zncsscw>

#### Science:

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zkq7wnb>

#### Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

#### PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS](#)

[Foundation Trust \(wmas.nhs.uk\)](#)

#### PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)

