

### **History- Chronological Understanding**

**The Titanic- study the building and pitfalls of the Titanic. Focussing on the major developments in technology and shipbuilding, the build up to the disaster and how the world changed as a result of the events.**

Y6 Expected

- I can say where a period of history fits on a timeline.
- I can place a specific event on a timeline by decade.
- I can place features of historical events and people from societies and periods in a chronological framework.

Y6 Exceeding

- I appreciate that some ancient civilisations showed greater advancements than people who lived centuries after me.

### **Science- Electricity**

Y5 Expected

- I can make my own traffic light system or something similar.
- I can explain the danger of short circuits.
- I can explain what a fuse is.
- I can explain how to make changes in a circuit.
- I can explain the impact of changes in a circuit.
- I can explain the effect of changing the voltage of a battery.

### **English**

**Key texts:**

- Kaspar the Titanic Cat Michael Morpurgo
- I survived By Lauren Tarshis
- Titanic: My Story by by Helen White

Guided Reading:

**Non-fiction: Titanic facts/Melting ice caps**

**Comprehension practice on Fridays**

## **Have we lost our way with the world? Autumn 1**

### **Geography Focus on The Arctic**

Year 6 Expected

- I can confidently explain scale and use maps with a range of scales.
- I can choose the best way to collect information needed and decide the most appropriate units of measure.
- I can make careful measurements and use the data.
- I can use OS maps to answer questions.
- I can use maps, serial photos, plans and web research to describe what a locality might be like.

### **Mathematics**

**Place Value**

**Addition & Subtraction**

**Multiplication & Division**

**Arithmetic focus on Fridays**

For objectives, please see maths Medium Term Plan

### **Art / Design Collage**

Year 6 expected/emerging

- I can justify the materials I have chosen
- I can combine pattern, tone and shape

**P.E**

Invasion games

**PSHE- One Life: Money**

- I know that people earn and spend money in different ways.
- I can make informed choices & compare prices to get 'value for money'.
- I know there are different ways to pay for things, come involving money for things that needs to be paid back.
- I understand why I do not keep the money I earn,

**MFL- Unit 11 J'habite**

- Where is France? How do you get there? Capital city/ compare with London.
- Age ; Avoir ; Pronouns je/tu/il/elle.
- Describing members of the family.
- Key questions and answers
- Revision of masculine and feminine nouns.

**Have we lost our way with the world? Autumn 1**

**Computing- Data Retrieving and Organising**

Year 6 expected:

- I can explore the menu options and experiment with images.
- I can add special effects to alter the appearance of a graphic.
- I can 'save as' gif or i peg. Wherever possible to make the file size smaller.
- I can make an information poster using my graphics skills to good effect.

**Music- Appraising**

Ernest Stoneman 'The Titanic' & 'It was sad when that great ship went down'.

- I can refine and improve my work.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within a piece of music.
- I can compare and contrast the impact that different times will have had on the people of the time.

**Design & Technology Model of the Titanic**

- I can use different types of circuit in my product.
- I can think of ways in which adding a circuit will improve my product.

**R.E. Diversity**

What can we learn about religious diversity in our area (local Christian communities, links with the Buddhist monks?).

What can we find out about a local Muslim community? How do Muslims worship?

What are some of the beliefs and practices of a Muslim community?