

Science- Animals & Humans

We are going to explore how people who were affected during the sinking of the Titanic survive looking at how the body and the heart react to different temperatures. We are also going to look into arctic animals and their habitats and environments.

Y6 Expected

- I can name and identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.
- I can describe the ways in which nutrients and water transported within animals, including humans.

History- Historical Enquiry

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 look at two different versions and say how the author may be attempting to persuade the reader to give a specific viewpoint.
- I can identify and explain my understanding of propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.

Have we lost our way with the world? Autumn 2

English

Key texts:

-Kensuke's Kingdom

Guided Reading:

Non-fiction: Titanic facts/Melting ice caps

Comprehension practice on Fridays

Geography-Geographical Knowledge

We are going to track the route of the Titanic using maps in different orientations and study the different time zones linked to the countries the Titanic sailed past whilst on its journey.

Year 6 Expected

- I can recognise key symbols used on Ordnance Survey maps
- I can name the largest desert in the world.
- I can identify the Tropics of Cancer & Capricorn as well as the Arctic and Antarctic circles.
- I can explain how time zones work.

Mathematics

Fraction, Decimals & Percentages

Measures

Geometry

Position and Direction

Arithmetic focus on Fridays

Art / Design Sketching

Use sketching skills to sketch a variation of arctic scenes and arctic animals.

Year 6 expected/emerging

- I can include detailed notes and quotes in my sketching.
- I can compare my methods to those of others and keep my notes in my sketchbook,
- I can combine graphics and text based research of commercial design to influence my sketches,
- I can adapt and refine my work to reflect its meaning and purpose.

PSHE- One Life: Money

Linking to the classes on board and the value of money for those passengers.

- 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, some involving money for things that needs to be paid back.
- I understand why I do not keep the money I earn,

PE

Swimming (coach)

Computing- Communicating

Links to the first ways of communication (radio) on board the Tiatnic for iceberg warnings compared to ways of communicating now - Children to create a radio conversation compared to a facetime conversation

Year 6 expected:

-I can conduct a video chat with someone elsewhere in the school or in another school.

Have we lost our way with the world? Autumn 2 Year 6

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.

Music- Appraising

Looking into famous musicians from 1912 - Gene Kelly and Alfred Deller. Appraise their music to make it appropriate for playing onboard the Titanic.

Garage Band

- 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- Cooking and nutrition

I can explain how my product should be stored with reasons.

We are going to work in groups to create salads of different levels depending on the chosen class.

- I can explain how my product should be stored with reasons
- I can set out to grow my own food products with a view of making a salad, taking into account of time required to grow different foods.

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?