


TOPIC TITLE: Extreme Earth YEAR 5/6

<p>Extreme Earth</p> 	<p>ART: As artists we will: DRAWING From the Ancient Maya to modern-day street art, children will look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children will consider audience and impact to create powerful drawings to make their voices heard. ARTIST: Banksy</p>	<p>HISTORY/GEOGRAPHY As Geographers we will: Explore the structure of the Earth, looking at tectonic plates and how fold mountains and volcanoes are formed. We will locate where these physical features are and see what impact they have on settlements when natural disaster strikes. We will investigate environmental issues: energy sources, global warming and pollution. With these we will look at the human and physical impacts.</p>	<p>KEY QUESTIONS What is the earth made of? How are mountains formed? How are volcanoes made? What happens when a volcano erupts? How does an earthquake occur? What happens when an earthquake occurs? How can we protect against earthquakes? Understand environmental issues and their impact Earth. Why do people migrate to other countries? What was the Windrush?</p>
<p>COMPUTING: In computing we will: Revisit Online Safety and find out what a text adventure is. We will then use software to plan and make a story-based adventure game. We will use spreadsheets to investigate the probability of results and as a way of helping with saving pocket money.</p>	<p>DT As designers we will: Focus on the DIGITAL WORLD by designing and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p>	<p>As Historians we will: Explore why people move to different countries and learn about the Windrush.</p>	<p>ENGLISH: As readers we will: Read Holes by Louis Sacher Read and respond to extracts from reports on volcanoes and Earthquakes. As writers we will: Write narrative, diaries and letters about volcanoes. Write formal letters and blogs about environmental issues Write a non-chronological report about volcanoes Explain plastic pollution Write news reports and blogs Write volcano poems</p>
<p>PE In PE we will: In this real P.E unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Through real dance unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p>MATHS: As mathematicians we will: Learn about fractions, decimals and percentages, ratio, algebra (Year 6) Calculate perimeter, area and volume. Convert units of measures and learn about Statistics. Compare lengths of rivers – round up and down. Explore negative numbers and temperature in the context of the science work.</p>	<p>MUSIC: As musicians we will: Identify important musical elements concentrating on answering the question, how does music connect us with the environment? We will be exploring notation further and see how does music teach us about our community?</p>	<p>SCIENCE: As scientists we will: Know about and explain the movement of the Earth and other planets relative to the Sun. We will be able to explain the movement of the Moon relative to the Earth. We will understand and be able to demonstrate how night and day are created. Building on from this we will be able to describe the Sun, Earth and Moon (using the term spherical). We will then look at our solar system concentrating on the eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p>
<p>LANGUAGES: As linguists we will learn about Les planetes Learn how names of planets are linked to gods/ names of days of the week. Ordinal numbers. Planet poem. We will learn about how Easter is celebrated in France.</p>	<p>PSHE/ SMSC/ BRITISH VALUES Look at the units: Dreams and Goals – out of school success, emotions in success, making a difference in the world, motivation and recognising achievements. Healthy Me – taking personal responsibility, how substances affect the body, exploitation, including 'countyines', emotional and mental health and managing stress.</p>	<p>VISITS & EXPERIENCES School visitors to talk about the work they do to combat Climate changes. Stratford Indoor Athletic competition.</p>	

RE

In RE we will have opportunities to learn about:

Is it better to express religion in art or through charity?

Describe and make connections between examples of religious creativity (buildings and art).

Show understanding of the value of sacred buildings and art.

Suggest reasons why some believers see generosity and charity as more important than buildings and art.

Apply ideas about values and from scriptures to the title question.

Salvation.

Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.

Show how Christians put their beliefs into practice in different ways.

Explain why some people find belief in the Resurrection makes sense and inspires them.

Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.