


TOPIC TITLE: Extreme Earth YEAR 5/6

<p style="text-align: center;">Extreme Earth</p> 	<p>ART As artists we will focus on DRAWING Through the Kapow Unit Expressing Ideas, the children will explore how artists express ideas and use scale.</p> <p>Our ARTIST study is Banksy</p>	<p>HISTORY/GEOGRAPHY As Geographers we will: Explore the structure of the Earth, looking at tectonic plates and how volcanoes are formed and why earthquakes occur. We will learn where volcanoes are located and what impact they have on settlements when natural disaster strikes. We will research some environmental issues such as climate change, global warming, deforestation and different types of pollution.</p> <p>As Historians we will: Learn about some natural disasters in the past caused by eruptions of volcanoes and earthquakes.</p>	<p>KEY QUESTIONS How is the Earth structured? What is a volcano and how are they formed? Where is the world would you find volcanoes? What is it like to live near a volcano? How does an earthquake occur? What is an earthquake and where do they occur? How are earthquakes and volcanoes measured and monitored? What environmental issues are impacting on Earth?</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 databases to classify and inform about aliens.</p>	<p>DT As designers we will: Investigate different toys, before designing and constructing a Steady Hand Toy.</p>		<p>ENGLISH As readers we will: Read 'Holes' by Louis Sachar and 'Survivors' by David Long. Read and respond to extracts from reports on volcanoes, earthquakes and the sinking of the Titanic. As writers we will: Write narrative, survival guides and information texts about a range of natural disasters. Write informal letters in the role of a character. Write a newspaper report about the sinking of the Titanic. Write volcano poems</p>
<p>PE In PE we will: In our real P.E unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, games 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. The PE coaches will develop skills for Sports hall athletics and tennis.</p>	<p>MATHS As mathematicians we will: Complete our unit on long multiplication and division. We will then learn about fractions, decimals and percentages, ratio, algebra (Year 6) and calculate perimeter, area and volume.</p>	<p>MUSIC As musicians we will: Learn about dynamics, pitch and texture, with a focus on Mendelssohn's 'Fingal's Cave'. Children will: Appraise the work of a classical composer. Improvise as a group using dynamics and pitch. To improvise as a group using texture. Use knowledge of dynamics, texture and pitch to create a group composition.</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 Using the Jigsaw scheme, we will learn about: 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 'county lines', emotional and mental health and managing stress.</p>	<p>VISITS & EXPERIENCES School visitors to talk about the work they do to combat climate changes.</p>	

RE

In RE we will have opportunities to learn about:

Hindu worldviews, focusing on:

How is God/supreme being understood in Hindu tradition?

What is Sanatan Dharma?

How is the soul/self understood in Hindu worldviews?

What is the source of Hindu wisdom?

How are the body and the mind nurtured?

What is worship and why is it important for those with Hindu worldviews?

Salvation – What difference does the resurrection make to Christians?

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.

Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.

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.