

TEACHER: Chris Daniels	CLASS: Year 6 Eagles	TERM: 5
CONTEXT FOR LEARNING/DAZZLING START Our Born Free topic will begin with the Year Six Eagle children researching Inuit culture and the Arctic environment. This term's learning will include finding out facts about polar bears. They will begin the term by building a 3D model of a polar bear.	THEME Born Free	CLASS READERS Hamish and the Monster Patrol by Danny Wallace
	PROJECTS As SCIENTISTS we will... Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. As GEOGRAPHERS we will... Recognise how environmental decisions made by larger organisations can affect the future quality of life of both animals and people. Contexts: Illegal animal trade – poaching of tigers and elephants (the ivory trade). As DESIGNERS we will... Investigate products in a range of relevant contexts to collect ideas. Combine modelling and drawing to refine ideas. Record ideas using annotated diagrams. Give a report using technical vocabulary. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching. Use pattern pieces and seam allowance. Justify our decisions about materials and methods of construction. Reflect on our work using design criteria stating how well the design fits the needs of the user. Use the design criteria to inform decisions about ways to proceed. As ARTISTS we will... Use different techniques, colours and textures when designing and making pieces of work.	VISIT/VISITOR/OUTDOOR LEARNING Neil Maddison - Conservationist
CORE CONCEPTS ENGLISH – KEY TEXTS Problem-Resolution Story (The Ice Bear) Persuasion Text (Save The Elephant) WRITING Problem-Resolution Story: Children will write their own Problem-Resolution story. Persuasion Text: Children will write a letter to the government of a country where illegal hunting is taking place. READING Our focus in Guided Reading will be on understanding what we read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. PHONICS/SPELLING Words ending '-ent', '-ence' and '-ency' Homophones Words from statutory and personal spelling lists MATHS Perimeter, Area and Volume Converting Units Ratio Algebra NO NONSENSE MATHS Focus on questions which involve answers requiring a specific mathematical explanation.		RELIGIOUS EDUCATION What does it mean to belong to a religion? (Hinduism) The story of Ganesha Animals as symbols
		MUSIC Ukulele
		FRENCH Humans and other animals
		PHYSICAL EDUCATION Tennis Gymnastics
		PSHE and SCHOOL VALUE Relationships Compassion
		PURPOSE FOR LEARNING/FANTASTIC FINALE We will celebrate the end of our Term Five topic by researching sustainable food and animal welfare, including the Good Fish Guide from the Marine Conservation Society to research responsible seafood and seasonality, before carrying out a cookery project involving using these ingredients to create our own recipe.

	<p>Use collage as a means of extending work from initial ideas. Produce intricate patterns and textures in a malleable media. Featured artists: Barbara Karn, Sandra Meech, Amanda Hilsop, Matt Cusick.</p> <p>As DIGITAL USERS we will... Select, use and combine a variety of software (including Internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
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CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?

<p>CURIOSITY Children will be able to display their curiosity through researching current conservation projects, such as those by the Born Free Foundation, finding out how these organisations aim to ensure that all wild animals are treated with compassion and respect and to preserve and protect wildlife in its natural habitat.</p>	<p>ENTERPRISE To raise money to pay for the end-of-year celebrations, children will form their own company, creating a business which will design a product to sell to the general public.</p>	<p>CITIZENSHIP Children will take an active role as a conservationist, learning about projects in the UK and particularly in the local area, and deciding how they might be able to contribute to the preservation and protection of wildlife.</p>
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