

<b>TEACHER: Chris Daniels</b>	<b>CLASS: Year 6 Eagles</b>	<b>TERM: 3</b>
<b>CONTEXT FOR LEARNING/DAZZLING START</b> Our The Eagle Has Landed topic will begin with the Year Six Eagle children researching information about the Apollo Lunar Landings. Having found out the key information about these missions and the astronauts involved, they will face their own Who Wants To Be A Millionaire? challenge.	<b>THEME</b> The Eagle Has Landed	<b>CLASS READERS</b> Matt Millz by Harry Hill
	<b>PROJECTS</b> As <b>SCIENTISTS</b> we will.... Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. As <b>HISTORIANS</b> we will... Research significant individuals, discovering what impact the first astronauts (including Neil Armstrong) had on the world and why the Apollo 11 mission was so important. As <b>ARTISTS</b> we will.... Create printing blocks by simplifying an initial sketch book idea. Create a Moon landscape collagraph. Featured artists: MC Escher, Victor Vasarely. As <b>DIGITAL USERS</b> we will... Understand computer networks including the Internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<b>VISIT/VISITOR/OUTDOOR LEARNING</b> Lifeskills Centre
<b>CORE CONCEPTS</b> <b>ENGLISH – KEY TEXTS</b> Quest Story (The Barrow) Non-Chronological Report (The Moon) <b>WRITING</b> Quest Story: To the Moon and Back. Non-Chronological Report: A fictional Moon of the children’s own invention. <b>READING</b> 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. <b>PHONICS/SPELLING</b> Words from statutory word lists. Words with ‘ough’ letter string. Words ending ‘cial’ and ‘tial’. Homophones. The etymology of prefixes. <b>MATHS</b> Geometry - position and direction Number – Fractions (including decimals and percentages) Ratio and proportion <b>NO NONSENSE MATHS</b> Using understanding of place value to add and subtract with large numbers and decimal numbers.		<b>RELIGIOUS EDUCATION</b> What’s it like to be a Muslim? (Islam) UK’s First Muslim Astronaut – Hussain Manawer Islamic Art
		<b>MUSIC</b> Ukulele
		<b>FRENCH</b> Food and Shopping
		<b>PHYSICAL EDUCATION</b> Basketball Dance
		<b>PSHE and SCHOOL VALUE</b> Going for Goals Humility
		<b>PURPOSE FOR LEARNING/FANTASTIC FINALE</b> We will celebrate the end of our Term Three topic by the children considering why they should be considered for a forthcoming Apollo program. What would make them a good astronaut? We will also make ‘Astronaut Pudding’ for them to take with them on their Lunar Mission.

CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?

**CURIOSITY**

Children will be able to display their curiosity through scientific investigations. They will also have the opportunity to explore and investigate what life would have been like for Neil Armstrong and other astronauts who took part in the Lunar Landings. They will find out about the food eaten by astronauts and even prepare some of their own 'space food'!

**ENTERPRISE**

Children will be given a variety of opportunities to increase their confidence, their courage and their creativity. They will be encouraged to do the research required to feel prepared. This will be seen through weekly homework tasks and through our classroom projects, including working as a team to create a Choose Your Own Adventure story and creating their own Space Dance which will be performed in front of an audience.

**CITIZENSHIP**

Children will take an active role in their community by, following our Educational Visit to the Lifeskills Centre in Bristol, becoming Lifeskills Detectives. This will involve taking personal responsibility for their own safety and also the safety of others, assessing risk and knowing how to cope with difficult situations both within the school environment, at home and around the village. They will explore ways in which we could help to make Timsbury safer.

