

Project on a page - Summer

Project Summary:	Project Launch:	Essential Question:	SOLE Questions:
Children are going to explore continents of the world and the connections they have. We are going to explore what makes the UK different and why it is seen to be attractive to other parts of the world. We will also explore elements of the refugee crisis and other current events. We will also talk about what connections we have to the rest of the world.	We will begin by discussing- what makes us, us. We will create a family tree and discuss where we are from. We will also explore the connections we have with the world, people, objects or experiences.	Where can our feet take us?	What makes the UK attractive? How does our country compare to the rest of the world? How do cultures differ around the world?
Industry Experts/visitors:	Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
	Coastlines Outdoor environments	To explore elements of the refugee crisis.	

Mini Outcome 1: Children to complete a fact file about their favourite country

Curriculum Areas:	Geography	Literacy	
Children to use information collected to create an information text/fact file all about their designated country. This will be used for outcome 2.			

2nd Outcome: Create an Art display with Y6

Curriculum Areas:	Art	Geography	
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Each child will be given a country that they must create a fact file for. Each child must also find a book that is based in that country. Chn will create a map display using different art techniques and attach their fact files and their books using string. The aim is to show how we are all connected.

Final outcome: Visit the beach**Curriculum Areas:**

Art

Geography

History

Visit the beach. Chn will have the opportunity to look at features of a coastline in our local area. Chn will also create a piece of art based on our coastlines.



Literacy on a page - Summer

Term - Summer	Unit Journey Tale-	Unit Poetry	Unit Newspaper Article	Unit Information text- Fact File (Country)	<p>Literacy inspired book- The Arrival by Shaun Tan.</p> <p>Class read- No ballet shoes in Syria by Catherine Brunton linked to topic. (Chn will be using this text in occasionally in guided reading).</p>
Number of weeks	5	2	4	4	
Texts used	'The Arrival- Shaun Tan (Hook)				



<p>Unit overview</p>	<p>Hook- Chn will come into the classroom to find a suitcase full of old items. Where did it come from? 'The Arrival' book will be wrapped up in the suitcase. Chn to explore the book, who wrote the book, the imagery and the representations within, chn to gather background knowledge. Chn to carry out drama sessions and sequencing before exploring different WAGOLLS linked to journey tales. Chn will aim to write a journey tale based on a selection of images taken from 'The Arrival'.</p>	<p>Chn to write Haiku poem linked to a country. Other chn in the class won't know which country they have chosen. Chn will use background knowledge to find out.</p>	<p>Chn to write a newspaper article linked to coastlines. - Introduction, brief account of the W's - Main paragraph to give details of the events - Conclusion- to sum up the data and give a thought for the future/something for the reader to respond to.</p>	<p>Country of choice (linked to final outcome) Main title An introduction to sum up what the topic/theme of the whole text is. Subtitles to group facts A paragraph to match the subtitle Facts and information- no opinions included Concluding paragraph to sum up topic.</p>	<p>Guided Reading- We will use a text linked to the topic each week to provide background knowledge for unit. Visualise Background knowledge VIP words- Breakdown and repair Inference Summarise</p>
<p>Basic skills sessions</p>	<p>Figurative language Cohesion Present tense Relative clauses Modal verbs</p>		<p>Chronological order Third person Past tense Indirect and direct speech</p>	<p>Third person Past tense</p>	
<p>Reading skills</p>	<p>Retrieval, Background knowledge, VIP Words, Breakdown and Repair and Inference.</p>				<p>Guided Reading- When Hitler Stole Pink Rabbit by Judith Kerr.</p>



Cross Curriculum links	Art- Tonal drawings based on The Arrival. Geography and History- Refugee crisis and exploring different cultures. Drama- Act out scenes from text and improvise speech.	
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Maths on a page - Summer

Please see White Rose document and weekly planning for more in depth detail

Term - Summer	Unit Multiplication and division	Unit Fractions
Number of weeks		
Information on the units	<ul style="list-style-type: none"> - Multiply 2 digits by 1 digit - Multiply 3 digits by 1 digit - Multiply 4 digits by 1 digit - Multiply 2 digits by 2 digits - Multiply 3 digits by 2 digits - Multiply 4 digits by 2 digits - Divide 2 digits by 1 digit - Divide 2 digits by 1 digit - Divide 3 digits by 1 digit - Divide 4 digits by 1 digit - Divide with remainders 	<ul style="list-style-type: none"> - What is a fraction - Equivalent fractions - Fractions greater than 1 - Improper reactions to mixed numbers - Mixed numbers to improper fractions - Number sequences - Compare and order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions - Add fractions within 1 - Add 3 or more fractions - Adding fractions - Add mixed numbers - Subtract fractions - Subtract mixed numbers - Multiply unit fractions by an integer - Multiply non unit fractions by an integer - Multiply mixed numbers by integers - Calculate quantities - Fraction of an amount - Using fractions as operators



Key Trio Time (Times tables to be tested weekly)	Recap addition and subtraction Times table focus Money	Recap multiplication and division, area and perimeter. Times table focus Time Shape
Maths across the curriculum	Explore distance and money linked to our text 'The Arrival'.	



Wider curriculum on a page - Summer

Subject	Week	Objectives	Lessons and potential activities	Vocabulary
Geography		<ul style="list-style-type: none"> - To identify the position and significance of latitude, longitude, equator, northern and Southern Hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, time zones. - To describe and understand key aspects of climate zones and biomes. - To name and locate regions and cities. Geographical regions and then identify human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and use land patterns to understand how things have changed over time. - To understand geographical similarities and differences through the study of human and physical geography in Australasia. - To explore different types of Settlements - To use maps, atlases, globes and digital mapping to locate countries and describe the features studied. - To use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and the wider world. - To use fieldwork to observe, record and present the human and physical features in the local area. 	<ol style="list-style-type: none"> 1. What makes the UK attractive to the outside world?- advert 2. How different are the coastlines/countries of our earth? 3. What do our coastlines look like- Let's go on a journey! Start with the UK and make our way from continent to continent. 4. Do all countries have coastlines? Atlas work- Which have coastlines and which don't- Explore different continents and the countries within. 5. Do all coastlines have the same features? Link to travel, economy and refugee crisis (linked to class read). 6. Australasia- features. Comparison. 7. Surviving in a coastal environment- what problems might you face? Will this differ depending on where you are in the world? 8. Explore habitats and ecosystems of the world- link to continent visits. Link to biomes- how are they connected? 9. Would we have biomes without climate zones? 10. What affects climate? 11. What makes South America unique amongst the world continents? 12. Comparative study (linked to literacy)- coastlines, culture and diversity, climate and time zones, population, way of life. 	



Science		<ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, insect and a bird. - I know the differences between different life cycles. - I know the process of reproduction in plants. - I know the process of reproduction in animals. (Linked to PSHE) - I can create a timeline to indicate the stages of growth in humans. (Taught alongside PSHE) 	<ul style="list-style-type: none"> - Address misconceptions, understand chn prior knowledge. - Link to geography.. life cycles are the same but culture and upbringing is different around the world. - Revisit David Attenborough and look at animal behaviour. - Eva Crane- Reproduction in bees, the importance of bees. - Carry out comparative tests. - How frogspawn changes over time. - Explore differences between lifecycle of an insect/mammal. - Identify and label the parts of a flower. - Compare gestation periods of different animals. - Talk through the 6 stages of human life cycles- foetus, baby, childhood, adolescence, adulthood, old age. 	
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<p>History</p>		<ul style="list-style-type: none"> - I can identify the reasons for different industries in the North East. - I can compare and contrast the two groups of industries from British history. - I can identify the achievements and significance of shipbuilding and mining, considering who was most successful and how it fits in to local, regional, national and international level. - I can identify the significance of an individual. - I can acknowledge the impact of religion in a more diverse society. - I can consider the change and continuity of diet between periods studied and today. - I can consider continuity and change of boats and improved methods of transport from periods studied and their significance to the industry. 	<p>Linked to comparison of our areas (<i>Geography</i>)</p> <p>Chn to explore travel between countries.</p> <p>Chn to explore why industries were so important to the local area.</p> <p>Chn to explore why the North East attracted people from all over the world.</p> <p>What makes the UK look 'attractive'?- linked to geography.</p>	
<p>PSHE</p>	<p>Weekly with Mrs Curry.</p>	<p>Physical health and mental wellbeing, money and work.</p>		
<p>Art</p>		<ul style="list-style-type: none"> - To produce increasingly accurate freehand drawings. - To explore the effect of light on objects and people - Understand different pencil grades. - Understanding positive and negative shapes. - To show tones, shade and mood. - To explore the use of texture in monotone - To select the correct use of pencil grade. 	<ul style="list-style-type: none"> - Tonal drawings linked to 'The Arrival'. - Study the work of Yellena James, an artist who uses pens, inks, markers and acrylics to combine complex abstract forms- Use coral reefs as inspiration. <p>Art week- Summer Term</p>	<p>Key vocab: Light, dark, shade, tone direction, reflect, distance, closer, contrast, subtle, monotone, positive and space.</p>