
 Ebbington Church of England Primary School	<b>PLANNING OVERVIEW</b>  <b>TOPIC THEME: Titanic and Lowry</b>	<b>SUMMER TERM</b>  <b>CLASS 6</b>
	<b>KEY SUBJECT DRIVER:</b> History and Geography  <b>HOLISTIC CURRICULUM SUBJECT AREAS:</b> Literacy, Science, Maths, ICT, Art, Music.	<b>Collective Worship Value:</b>  Love

## *Learning for Life*

<div style="text-align: center;"><b>LEAD IN ACTIVITY</b></div> <p>Art work based on perspective and changing colours for mood changes.</p> <div style="text-align: center;"><b>The Titanic</b></div> <p><b>Big Question: What was the impact of the Titanic and why did it occur?</b></p> <ul style="list-style-type: none"> <li>What was the timeline of events during the Titanic sinking.</li> <li>What was life like on board?</li> <li>Who sailed on the Titanic?</li> <li>Were there survivors?</li> <li>Why did it sink?</li> <li>How long did it take for the Titanic to sink?</li> <li>How was the news reported? Fact v opinion.</li> <li>What are icebergs?</li> <li>Map skills to find out about the route.</li> <li>Evaluation of historical sources.</li> <li>Nautical themed art.</li> </ul> <div style="text-align: center;"><b>Lowry</b></div> <ul style="list-style-type: none"> <li>Who was Lowry?</li> <li>When and where did he live?</li> <li>What did he paint?</li> <li>Landscapes and portraits.</li> <li>Use of ICT to create artwork.</li> <li>String art.</li> <li>Perspective.</li> </ul> <p><b>Events (dates to be confirmed):</b></p> <p>SATs Week</p> <p>Residential – June</p> <p>Leavers’ Service in church – Date TBC</p> <p>Leavers’ Fun Day</p> <p>RotaKids Charity Fundraising</p>	<b>LITERACY</b>	Text covered: The Boy in the Tower The Wind in The Wall <ul style="list-style-type: none"> <li>Noun phrases and use of in descriptive work</li> <li>Figurative language to describe settings and characters</li> <li>Punctuated dialogue and indirect speech.</li> <li>Verb types (progressive, imperative, subjunctive and modal verbs).</li> <li>Word classes (prepositions., pronouns, conjunctions, adverbs, determiners, articles)</li> <li>Sentence types and parts (clauses and phrases)</li> <li>Punctuation: , . ? ! “ ” – ( ) ; : ...</li> </ul>
	<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Develop problem solving and reasoning.</li> <li>Develop arithmetic skills.</li> <li>Revise area, perimeter and volume.</li> <li>Revise shape.</li> <li>Revise multiplication division, subtraction, addition of fractions.</li> <li>Revision of all topics – some through the creative curriculum.</li> </ul>
	<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Changes to Materials</li> <li>Researching famous scientists</li> </ul>
	<b>ICT</b>	<ul style="list-style-type: none"> <li>Programming and create algorithms.</li> <li>Data handling</li> </ul>
	<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Improvise and compose music for different purposes.</li> </ul>
	<b>FRENCH</b>	<ul style="list-style-type: none"> <li>Conversational skills.</li> </ul>
	<b>RE</b>	<ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> <li>What difference does it make to believe in ahimsa, grace and/or Ummah?</li> </ul>
	<b>Art/D.T</b>	<ul style="list-style-type: none"> <li>Painting: urban landscapes/boats.</li> <li>Perspective.</li> <li>IT art.</li> <li>Lowry based work</li> </ul>
	<b>PE</b>	<ul style="list-style-type: none"> <li>Running, throwing, jumping.</li> <li>Rounders and Cricket.</li> </ul>
	<b>PHSE</b>	<ul style="list-style-type: none"> <li>Relationships - including puberty and healthy relationships.</li> <li>Valuing difference.</li> <li>Charitable work – RotaKids.</li> </ul>

 Edlington Church of England Primary School	<b>PARENT INFORMATION AND GUIDANCE</b>  <b>Class Teachers: Mr Higgitt</b>	<b>CLASS 6</b>
		<b>2023/24 Academic Year</b>

## *Learning for Life*

<b>HOME LEARNING TIME-TABLE</b>	<p><u>Home Learning:</u></p> <p>Monday – New spellings will be set for a test on the Friday. Children will also need to complete the spellings handwriting task and complete 6 sentences using their chosen spellings. This will need to be handed in on Wednesday.</p> <p>Wednesday – Maths homework will be set. This will be either mathematics online homework or a written maths sheet to be completed for Monday. Online SPAG homework will also be set for the following Monday. This will vary weekly but I will update you on google classroom.</p> <p>Friday's homework will either be a talk homework or a mini project but a sheet will come home explaining this in detail.</p> <p>Reading: Children are expected to read most nights and should use the purple reading journals provided to record their <b>thoughts and opinions about different texts, not just page numbers</b>. Please feel to comment in the back if you have heard your child read aloud.</p> <p><b>All home learning tasks are to be handed in and must be completed.</b></p> <p><b>TALK HOMEWORK</b>-This discussion-based task will be set occasionally in preparation for extended writing tasks.</p>
<b>HOME LEARNING EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>• Read at home, little and often is the best motto – between 20 and 30 minutes most nights.</li> <li>• Home learning tasks should be handed in on time to avoid unnecessary upset .</li> <li>• Please ensure that homework presentation is to a good standard.</li> <li>• <b>READING JOURNALS are to be used by children and parents to comment on books read. Please comment in these purple books if you hear your child read or if you engage in discussion about a text. Children are encouraged to record their likes and dislikes with reference to the text.</b></li> </ul>
<b>HOW TO SUPPORT YOUR CHILD AT HOME</b>	<ul style="list-style-type: none"> <li>• Praise your child and share an interest in what they are doing.</li> <li>• Recognise their achievements and celebrate them.</li> <li>• Ensure they undertake any home learning in a calm environment at a suitable time.</li> <li>• Ask questions to probe thought and recognise their own errors or misconceptions.</li> <li>• Ensure they have the right tools to do the job.</li> <li>• Take a break if required.</li> <li>• If it is proving too difficult, acknowledge that and write a note on it for the teacher.</li> <li>• The most effective home learning is based on conversation about the world around them.</li> </ul>
<b>INFORMATION TO REMEMBER</b>	<ul style="list-style-type: none"> <li>• <b>PE KITS</b> must be in school at all times. If a PE kit is taken home for washing after a club/wet PE lesson, please ensure that it is returned to school the following day.</li> <li>• <b>UNIFORM</b> should be appropriate and suitable for all weather conditions.</li> <li>• <b>WATER BOTTLES</b> provided daily.</li> <li>• <b>WELLIES</b> and waterproofs for outdoor learning (to be kept in school)</li> <li>• <b>NEWSLETTERS</b> contain a wealth of current information (sent via email)</li> <li>• <b>BOOK BAGS</b> to be checked daily for messages or letters</li> </ul>
<b>RECOGNITION AND REWARD</b>	<ul style="list-style-type: none"> <li>• <b>WEEKLY FRIDAY ACHIEVEMENT ASSEMBLY (2:30)</b> – You will be notified the previous Friday should your child be chosen for an award.</li> </ul>