

<p>Year Group: 6 Name of project: Are coastlines all the same? Term: Summer 1</p>	<p>Summary of current hook: Through virtual fieldwork we will be hooking the children into our topic.</p>	<p>Summary of current celebration: The children will choose how they want to present their findings. These will be presented on the school website.</p>
<p style="text-align: center;">Learning Journey</p> <p>Geography</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region within South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>Science</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		<p>RSE- "Why is First Aid important?" We will be looking at the topic 'Being my Best' this will include looking at wellbeing, aspirations and risk taking. We will also be thinking about - "Why is First Aid important?"</p> <p>E-Safety. We will continue to embed E-Safety both in computing lessons</p> <p>Outdoor Learning- Longitudinal study of the pond. Fieldwork. Climate Unity project.</p>
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> In English this term we will be completing some Bob Cox poetry and prose units as well as continuing to deliver Let's Think in English lessons. Maths will link to our topic where we will look at graphs and distance as well as revising for SATS. 		<p style="text-align: center;">Key dates SATS Week 9th-12th May Climate Unity week 15th-19th May</p>
<p style="text-align: center;">Independence</p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning including Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding. Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment Children will know the importance of listening to and using guidance from others Children will start to understand that approaches to learning may differ.</p>	<p style="text-align: center;">Never Giving Up</p> <p>The children can draw from previous experiences to support their learning The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided. All tasks will be carried through to the end to ensure success. The children will recognise that it is okay to make mistakes Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p style="text-align: center;">Teamwork</p> <p>Children listen to others and respect and inclusion of each group member and their ideas Children understand what a group is and how to be part of a team they are expected to work effectively within a group, drawing upon the strengths of each team member I can communicate ideas to others and recognise each team member is required to make a positive contribution to The children will show collaboration in the presentations given with every group member Children can work with a team to achieve a common goal Children can respect and support other people's ideas and opinions through praise Children know that group work is fully inclusive and groups made up of children with varying levels of confidence</p>
<p style="text-align: center;">Growth Mindset</p> <p>Children are required to approach difficult learning with self-belief Children will be able to use models in lessons and inspiration in the success of others Children will understand that to practise difficult learning more often as this will help them to get better Children will start to make links between their new learning and what I already know Children will know and understand how to make my brain grow through new challenges</p>	<p style="text-align: center;">Innovators</p> <p>Children can imagine and make free choices and resources in a variety of situations Children can present their learning in a different way from other people Children feel confident exploring an idea which may not have a right or wrong answer in the end Children will always have the courage confident enough to have a go! Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p style="text-align: center;">Evaluators</p> <p>Children can identify at least one thing which has gone well in my learning Children will recognise and say how I feel about their learning, making an assessment about how the task is going Children will be confident enough to make a constructive comment about others' work Children will be able to say what would help them to do the task better next time Children will use reflection time wisely and understand this could inform future learning.</p>

