

<p><b>Year Group: 6</b>  <b>Name of project:</b> Our Fragile Earth  <b>Term:</b> Spring  This term our learning is going to be Geography led. The children will be investigating the question - Are Yellowstone and The New Forrest completely different?' The topic will last the entirety of the Spring term as we will also be exploring Mountains, volcanoes, earthquakes and the structure of the Earth.</p>	<p><b>Summary of current hook:</b>  Constructing structures that could survive an earthquake. Consider in teams what makes good teamwork.  Deign and make structure that will be stable and withstand the wobble of jelly (earthquake)  Orienteering find out about our next topic through a series of clues hidden in the copse and the outside.</p>	<p><b>Summary of current celebration:</b>  Creating a video presentation in a documentary style about a chosen subject link to either Yellowstone or The New Forest Nation Parks. To be presented to parent via the website or google doc-unless by the end of the spring term we can invite parents in.</p>
<p><b>Learning Journey</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>		<p>RSE-Justice.  Our intended learning outcomes for this topic are:</p> <ol style="list-style-type: none"> <li>Children can explain what the concept of justice means.</li> <li>Children can explain how justice is significant in the stories of Jewish people, Christians and Muslims.</li> <li>Children can explain the value of justice to Jewish people, Christians and Muslims and identify and explain issues raised.</li> <li>Children can explain their own response to justice.</li> <li>Children can explain how justice can be applied in own and others' lives.</li> </ol> <p>E-Safety- We will contiinur to eduate children on the safe use of the INTERNET and Social Media.</p> <p>Outdoor Learning  Living things gathering recording and sorting.  Living thing gathering sorting and classifying.</p>
<p><b>What are the current curriculum links to maths and English?</b></p> <ul style="list-style-type: none"> <li>The children will be using a range of media to research volcanos and earthquakes</li> <li>Note taking then lead to writing a non-chronological report about the three season of Yellowstone Park</li> <li>In science the children will be using their English skills to write observations about animas, there characteristic and their environments</li> <li>In maths the children will look at data linked to both National Parks</li> </ul>		<p><b>Key dates</b></p>
<p><b>Independence</b>  The children will be provide with the relevant tools and learning environments tools 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 my differ.</p>	<p><b>Never Giving Up</b>  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 appropariate 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><b>Teamwork</b>  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;"><b>Growth Mindset</b></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;"><b>Innovators</b></p> <p>Children can imagination 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 been 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;"><b>Evaluators</b></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 assessments 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>
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<p style="text-align: center;"><b>Support for securing key concepts and skills</b></p> <ul style="list-style-type: none"> <li>• Support vulnerable pupils with a greater understanding of scale – link to maths</li> <li>• Support with physical skills of using tools such as saws</li> </ul>	<p style="text-align: center;"><b>Challenge and extension to deepen understanding</b></p> <ul style="list-style-type: none"> <li>• Challenge children to use if ICT as part of design process</li> <li>• Use of ICT to communicate design ideas (time lapse video/creative way to present design process)</li> <li>• Consistency of design criteria relating to sustainability across the year group</li> </ul>
<p style="text-align: center;"><b>Specific Pupils</b></p>	<p style="text-align: center;"><b>Specific Pupils</b></p>