

## English

### Talk for Writing

Descriptive Writing – Observational Narratives  
Newspaper reports  
The Highway Man – Diaries/Advertisements  
Non- Chronological Reports- Hybrid creatures

### English through Theme

Non- Chronological Reports & Fact Files- Animals throughout Historical time periods  
Discussion, interviews and Debates – Animals and their relationships to people  
Instructions - Care of animals

## Reading

*We will be reading:*

The Boy in the Striped Pyjamas

The Highway Man

Beetle Boy

Letters from the Lighthouse

The Phantom Tollbooth

## Maths

*As Mathematicians we will:*

Look at chronology and dates of significant periods of history.

Look at how the animals contribute to the country's economy; especially in relation to ethical farming methods.

## Science: Evolution and Inheritance / Light / Electricity

*As scientists we will:*

Give reasons for specific characteristics of humans and animals.  
Research and investigate life cycles of living things  
Learn about light and how we see, shadows, reflection and refraction.  
We will learn how light travels and how this enables us to see objects.  
We will create shadow puppets based on a story.  
We will look at how light and electricity have developed over the centuries.

## Art

*As artists we will:*

Explore the qualities of materials in order to enhance our animal art.  
Experiment with texture, pattern, tone and shape to represent form.  
Show life like qualities and proportions when drawing animals.  
Choose appropriate techniques to develop my artwork- including 'over-printing'.  
Use appropriate techniques to create artwork that imitates different time periods.

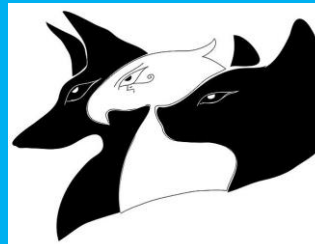
## History

*As historians we will:*

Study significant times through history, including the Egyptians and the Vikings, investigating the key events in those times and the importance of animals to those cultures.  
Use timelines to place events and historical periods.  
Evaluate the usefulness and accuracy of different sources.  
Form my own opinions about historical events from a range of sources.

## Y6 Spring

Animals: Gods, slaves or companions?



## Geography

*As geographers we will:*

Use and develop a range of map-reading and observational skills  
Use atlases to locate key countries and cities around the world and the U.K

## Music

*As musicians we will:*

We will analyse, compare and create musical elements to develop a sequence of musical pieces inspired by time periods through modern history.

## Design and Technology

*As design technicians:*

We will design and make 3D historical representations of animals using different textiles (Clay/ Withy & Paper-Mache)

## Computing

We will use ICT throughout our topic; researching and answering key questions regarding the time periods investigated and supporting the presentation of the findings of our independent investigations.

## R.E Living a Faith

We will explore similarities and differences within religions and world views and compare them to past eras.

We will compare different religious approaches towards looking after the world and the importance of caring for living creatures.

## P.E

*As athletes we will:*

Plan and perform with energy and grace and maintain this through structured movements.

Remain positive even in the most challenging circumstances, rallying others if needed.

## Creativity Driver

We will create individual pieces of artwork to represent animals through different historical periods.  
We will conduct our own, independent investigation into a historical period of our choice and make conscious decisions as to how to present it.

## Social and Emotional Well-being Driver

We will explore our responsibilities for protecting our planet and develop our understanding of how we should treat all living creatures.  
Through **Jigsaw** we will learn about 'Dreams & Goals', 'Healthy Me', 'Relationships' & 'Changing Me'.

## Enterprise Driver

### Ethical and Economic Judgements

We will investigate the financial cost versus the financial benefits of animals within our economy- especially in relation to ethical farming methods.

## Basic Skills Driver

We will write formal letters and reports.  
We will investigate a period of History of our choice; presenting it clearly for others in a manner of our own choosing.  
We will develop our communication and spoken language skills through debates, interviews and discussions.