



<p style="text-align: right;">ENGLISH</p> <p>We are story tellers... Publishing a cohesive narrative to create a vivid image in the reader's mind of this point in history and the express the emotions of our characters clearly.</p> <p>We are persuasive advertisers... Producing a persuasive, informative advertisement about the creation of the Titanic and the opportunity the participate in its historic, maiden voyage!</p> <p>We are poets... Creating shape poetry describing an iceberg with use of personification, alliteration, expanded noun phrases and detailed description of settings and atmosphere.</p>	<p style="text-align: right;">RE</p> <p>We are diverse... Exploring the celebrations of light throughout the different religions. Understanding the Christian Christmas celebration and Jewish celebration of Hanukkah.</p>	<p style="text-align: right;">SCIENCE</p> <p>We are environmentalists... Considering the effects of global warming on the world and polar regions. Studying icebergs and understanding how they are formed and substances that could lead to the rapid increase in ice melting.</p>	<p style="text-align: right;">MATHS</p> <p>We are number crunchers... Solving problems that involve multi-step operations selecting appropriate methods to solve. Recognising and using angle patterns to find missing vertices.</p> <p>We are shape detectives... Compare and classify geometric shapes based on their properties and sizes. Find unknown angles in any shape. Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>We are fraction specialists... Solve problems using fractions in wider world situations. Identify, name and write equivalent fractions of a given fraction represented visually. Divide proper fractions by whole numbers.</p>	
<p style="text-align: right;">SRE/PSHE</p> <p>We are inclusive... Debating whether the Titanic's class system was fair. Did everyone deserve a chance to be saved?</p>	<p style="text-align: right;">PE</p> <p>We are gymnasts... Balancing and using equipment to develop movements and routines.</p>	<p style="text-align: center;"><i>Sailing the Seven Seas</i></p> <p style="text-align: center;">Y6 Autumn Term Expedition</p>	<p style="text-align: right;">COMPUTING</p> <p>We are researchers... Studying primary and secondary sources of information to understand what caused the Titanic to sink.</p>	<p style="text-align: right;">ORACEY</p> <p>We are talk detectives... Researching and becoming experts in areas. Sharing ideas and encouraging others to listen.</p>
<p style="text-align: right;">HISTORY</p> <p>We are passengers... <i>Climbing on board the Titanic's maiden voyage to discover what made this ship so iconic.</i> <i>Exploring areas of the ship and how this may have led to the 'unsinkable ship' sinking.</i></p> <p>We are survivalists... <i>Stepping into an Inuit's shoes and discovering what life was like in the polar regions.</i></p>	<p style="text-align: right;">GEOGRAPHY</p> <p>We are cartographers... Sailing across the seven seas to explore the polar regions of the world. Investigating what an atlas can tell us and discovering the different biomes across the world.</p> <p>We are arctic explorers... Travelling into the polar regions and determining what categorizes the Tundra.</p>		<p style="text-align: right;">MFL</p> <p>We are linguists... Visiting French towns identifying places and towns and understanding cultural specialities.</p>	<p style="text-align: right;">Design and Technology</p> <p>We are engineers... Investigating the design of the ship and drawing cross-sectional diagrams to analyse what caused the ship to sink.</p>
<p style="text-align: right;">MUSIC</p> <p>We are instrumentalists... <i>Exploring Jazz, Latin and Blues music and beginning to play the Glockenspiel.</i></p>				

Recommended Reads	Key Words	W I L D
<p>Adults <i>The call of the wild</i> Jack London <i>Titanic (I was there)</i> Margi McAllister <i>Scott of the Antarctic</i> Evelyn Dowdeswell</p> <p>Children <i>Kaspar: Prince of cats</i> Michael Morpurgo <i>Arctic and Antarctic</i> DK <i>Polar Regions (Planet Earth)</i> Steve Parker <i>Titanic</i> DK <i>Extreme weather</i> Thomas M. Kostigen <i>Story of the Titanic</i> DK <i>Northern lights – the graphic novel</i> Phillip Pullman <i>Weather (Earthwise)</i> Jim Pipe <i>Shackleton's journey</i> William Grill</p>	<p>Antarctic A polar region at the southernmost part of the Earth.</p> <p>Arctic A polar region at the northernmost part of the Earth.</p> <p>Aurora Australis A natural light display which can be seen in the sky, in the Southern Hemisphere.</p> <p>Aurora Borealis A natural light display which can be seen in the sky, in the Northern Hemisphere</p> <p>climate Typical weather conditions of a certain area.</p> <p>explorer A group journey with a particular purpose.</p> <p>food chain A sequence of organisms in a habitat that depend on each other as a food source.</p> <p>freeze When a liquid turns into a solid.</p> <p>glacier A large body of ice.</p> <p>habitat The environment in which an organism lives.</p> <p>ice Water that has frozen.</p> <p>iceberg A floating mass of ice that has detached from a glacier.</p> <p>RMS Titanic A British passenger ship that sank in the Atlantic ocean.</p>	<p>FOREST</p> <p><i>We are survivalists...</i> Creating signposts linked to Inuit tradition linked to landmarks. Den building considering weather conditions climate, protection of different shelters, materials. Using compasses and maps to navigate around the school grounds in search of clues.</p>
<p>Rights Respecting</p> <p>Article 3 - All adults will do what is best for you Article 19 - the right to be protected from being hurt. Article 27 - the right to food, clean environment, health and a safe place to live. Article 39 - the right to help if you have been hurt neglected or badly treated.</p>		<p>Useful Links</p> <p>https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zng8jt Y Biomes - BBC Bitesize Climate zones - KS2 Geography - BBC Bitesize Atlas Kids Britannica Kids</p>