

Upper Key Stage 2— Poles Apart - Autumn 2020



Session 1: The tale of the Titanic

(Immersion Day)



Children learning about the Class system



Session 2: History: Fact or Fiction

LO: I am learning to give clear reasons why there may be different accounts of history.

Use a range of sources to which Titanic information is fact and which is fiction.



Session 3: Science: Fantastic Forces

LO: I am learning to explain what I already know about forces.

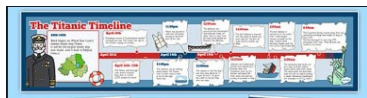
Creating a mind-map. Theme forces.



Session 4: Titanic Timeline

LO: I am learning to place historical events and time periods accurately on a timeline.

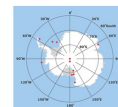
Time lining events of the sinking of the Titanic.



Session 5: Geography: Antarctic Adventures

L.O. I am learning to use compass points by plotting locations of historical events.

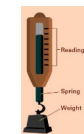
Children plotting Race to the Pole events using the compass points on a map of Antarctica.



Session 6: Science Gratifying Gravity.

LO: I am learning to explain why unsupported objects fall to earth.

Children investigating the force of gravity and using a force meter to measure this.



Session 7: History. Awesome Artefacts.

L.O. I am learning to choose reliable and useful sources of evidence.

Analysing pictures of artefacts and what they were used for in the expedition to the South Pole.



Session 8: History. Life as a Polar Explorer.

L.O. I am learning to use my historical understanding and empathy to communicate my ideas.

Children to explore the life in a day of an explorer and write a diary entry.



<http://discoveringantarctica.org.uk/science-and-exploration/journey-south/explorers-diaries/>
<http://discoveringantarctica.org.uk/science-and-exploration/journey-south/explorers-diaries/>

Session 9: Science Remarkable Resistance

LO: I am learning to identify the effects of air/water resistance and friction, that act between moving surfaces.

Learning about air/water resistance and planning an experiment to test it.



Session 10: Geography. Poles Apart

LO: I am learning to describe the topography, climate and weather of a Polar region.

Create a poster (non-fiction page) about the Antarctic /Arctic using publisher pages and internet researching/websites.



Session 11: Global Warming - Greenpeace

LO: I am learning to recognise how global warming is affecting the world around me.

Children writing to persuade. ie writing an emotive letter to a plastic company persuading them to minimise waste.



Session 12: Science: Resistance Investigation.

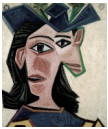
LO: I am learning to identify the effects of air/water resistance and friction, that act between moving surfaces.

Undertaking investigation on Air/ water Resistance and graphing the results.



Amazing Artists: Picasso.

Children undertaking artist study on Pablo Picasso.



Session 16: DT: Polar Pastry Parcel— Designing.

LO: I am learning to design and create a model of a product.

Children to design their tart for their Polar Adventure.
Children creating playdough model of their pastry.



Session 14: DT: Polar Pastry Parcel - Market research.

LO: I am learning to examine a common commercial food product and design a questionnaire to gather information.

Children to taste a variety of Jam tarts and create a questionnaire about what to make.



Session 17: DT: Polar Pastry Parcel— Designing.

LO: I am learning to make and evaluate my Polar Pastry Parcel.

Children making their Pastry design and to evaluate it.



Session 15: Science: Water Resistance

LO: I am learning to show understanding of a concept (water resistance) by using scientific vocabulary correctly.

Children using concept cartoon to make predictions about water resistance.



Session 18: Science Water Resistance Investigation.

LO: I am learning to identify the effects of water resistance that act between moving surfaces.

Children undertaking investigation to understand water resistance.



Real PE: Unit 1: Cognitive Skills

Year 5: Swimming

Year 6: Hockey

ICT: PurpleMash

Year 5: Unit 5.1 Coding

Year 6: Unit 6.1: Coding



Music Charanga

Year 5: Livin' on a Prayer

Year 6: Happy



RE: Emmanuel

Humanism

Why do Humanists say happiness is the goal of life?



PHSE: Cambridgeshire

Year 5: Believing and Belonging

My Emotions



Year 6: Rights Rules and Responsibilities

Family and Friends.

French:

Rigolo 2:

Le Weekend

