



The Unsinkable Ship Autumn 1



Our Key Enquiry Questions are...

Was one thing to blame for the sinking of the Titanic and what have we learnt from this significant event?

If the Titanic had taken a different route, would it still have sunk?

Websites:

<https://www.barefootcomputing.org/>

<https://www.phonicsplay.co.uk/>

Books:

Polar the Titanic Bear

T is for Titanic

The story of the Titanic for kids

Places to Visit:

The Quayside/River Tyne

The beach to hunt for boats

Wallsend

Challenges for Home:

Can you come up with a fun game to help you practise your spellings each week?

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be **#ResponsibleCitizens**

Through our creative curriculum, we will be **#HavingFun** whilst learning.

We will continue to inspire and develop **#ConfidentIndividuals**

Having fun, achieving excellence.

Successful learners. Confident individuals. Responsible citizens.

Key Dates and Reminders:

School will be closed on Monday 7th September and Friday 23rd October for staff development days. Please remember to send in reading books daily and to ensure your child has a labelled PE kit in school everyday. Thank you.

Literacy

The children will have daily phonic sessions that will help them to learn the sounds needed in their writing. They will recap how to spell key tricky words and spellings will be sent home in their homework book.

Throughout all our literacy work, we will continue to secure the children's use of full stops, capital letters and finger spaces whilst introducing exclamation and question marks. The children will continue to be encouraged to be brave with their writing and have a go at sounding out unfamiliar words.

This half term the children will be exploring information texts. They will use their knowledge of the Titanic and the significant people to write in role. They will write for a variety of different purposes, such as diary entries, letter writing and information texts.

Numeracy

This half term our main focus will be to recap the children's understanding of place value. We will investigate what each digit in a two digit number represents and look at different ways to represent numbers, such as using dienes, bar models or part-whole models.

The children will learn to count, write and order numbers to 100 and compare numbers using $<$, $>$, $=$ and vocabulary such as greater than/smaller than.

The children will practise adding and subtracting when crossing 10 as well as learning to add and subtract 10 from a number rapidly. We will also be practicing our bonds to 10 and applying them to bonds to 100 e.g. $3 + 7 = 10$ so $30 + 70 = 100$.

The children will practise counting in 2s, 5s, 10s and 3s.

PE *Having fun, keeping healthy and learning new skills...*

The children will be developing their ball skills. We will learn to send, receive and move in different ways, showing agility, balance and coordination. Furthermore, the children will develop their agility, balance and coordination through a range of physical activities.

PSHE

We will help the children settle in to school life again and allow them time to talk about their experiences, achievements and worries. Then we will consider the question 'what makes a good friend?' and look at how we can support one another.

RE *Developing respect, tolerance, understanding and knowledge...*

This half term we will be exploring some parables from the Bible and learn that Jesus was a good storyteller who used stories to teach people about God.

Music—*listening, appreciating, interpreting, playing, developing...*

The children will continue to use the Charanga music programme. We will explore a range of music genres, focussing on South African music and freedom songs. We will look at the historical context of musical styles as well as exploring Nelson Mandela. The children will use voices and instruments to improvise and improve.

Computing

We will begin the year completing our Digital Literacy lessons, ensuring we know how to stay safe online. We will then move on to exploring algorithms and look at how to debug.

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Science

This half term our main science focus will be floating and sinking. We will be exploring the most appropriate materials to use when creating a boat to float, as well as exploring buoyancy.

Through thinking about how cold the Atlantic would have been for passengers, we will use a variety of materials and thermometers to test insulation, ensuring **fair testing** and tracking our results on a graph. We will be using ice in a range of ways to **observe change over time**, making predictions and **pattern seeking**.

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/Design Technology

To begin the half term we will be exploring self portraits. We will take inspiration from greats such as Frida Kahlo, Rembrandt and Matisse as well as looking at modern day artists too. The children will think about adding extra details and focus on the size of their facial features. Throughout the half term our art lessons will focus on reflections and how these can be distorted by water. We will learn how to use the watercolour paints to show gradient.

History

Through our topic we will be learning what skills are needed to be a successful historian. We will be exploring how we know about events in the past and what makes **sources of evidence** reliable. We will explore **chronology** and think about how timelines differ before creating timelines of important events in our own lives. We will then use a timeline to sequence the events leading up to the sinking of the ship.

We will also look at the **cause and consequence** of the sinking of the Titanic and if we have learnt anything from the disaster. We will explore how people were treated differently on board the ship and how passengers may have felt on that fateful night. This will inspire our creative writing in literacy.

Chronology, Cause and Consequence, Historical Significance, Continuity and Change

Geography

We will be building on our map work skills from Year 1 by first recapping the **continents** and **world oceans and seas**.

We will then use **maps and atlases** to help us plot out Titanic's route across the Atlantic. We will be using an atlas to locate the Titanic's starting point and the intended destination. We will then explore the ocean's icebergs using our knowledge of the poles and the equator. Could the Titanic have taken a different route?

We will use both Google Maps and pictures to explore how different destinations on Titanic's route has changed over time and explore **local geography** by looking in depth at Wallsend which has a surprising link to the Titanic!

Location and Place, Cause and Effect, Planning and Decision Making, Change

Key Vocabulary

History

Cause: the reason why an event has happened

Consequence: the impact a significant even or person has had on us today

Source: someone or something that supplies information

Reliability: how trust worthy or believable a piece of information is

Geography

Thermal Map: a drawing of the earth's surface showing hot and cold areas

Continent: a large body of land consisting of several countries

Country: a body of land that is controlled by a single government

Equator: an imaginary circle around the earth that divides the earth into the northern and southern hemispheres

Science

Melting: changing from a solid to liquid

Freezing: changing from a liquid to a solid

Reversible/Irreversible: a change that can/cannot go back to its original state

Change in state: the change in an object from a solid, liquid or gas to another state.

Literacy

Non-Fiction: a text about real life or facts

Fiction: a story or text about imaginary people or events

Numeracy

Place Value: the 'value' of a digit in a number e.g. 56 has 5 tens & 6 ones

Partitioning: splitting a number up into tens and ones

Dienes: tens and ones equipment to help partition and calculate

Part Whole Model: a visual diagram to help partition

Comparing: using < > and = to find the largest/smallest/same number

Key Stage 1

- *Can you read these words with a grown up and talk about what they mean?*
- *Do you know any similar words?*

Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

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