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| Dear Year 6, Parents & Carers, Here is our enquiry question for this half term. Please use these ideas to help your research or bring things into class to support your learning.Have Fun!Mrs Cockman, Miss Heckels & Mrs Penfold  | Upper Key Stage 2 ~ Summer IICURRICULUM OVERVIEWHow is the Tyne Bridge strong enough to hold all the Great North Run runners? |  |
| As **MUSICIANS & PERFORMERS** we will:* Learn the songs from Joseph & his Technicolour Dreamcoat for our Year 6 leaver’s performance
* Choreograph dances to go alongside the chorus singing
* Act in role and ensure that we project our voices loudly and clearly
* Create scenery, sets and costumes for the performance
 | As **Designers** we will:* Design their own bridge by convincingly justifying their plan to someone else (e.g. why they have selected specific materials or market research evidence)
* Compare bridges by talking about their features
* Use tools and materials precisely, changing the way they are working if necessary
* Explain how they have strengthened, stiffened or reinforced a complex structure, using specific shapes
* Select and use appropriate joining techniques
* Come up with a way to test and evaluate their final product
* Evaluate and improve how their mechanical systems or electrical systems work
 | As **MATHEMATICIANS** we will: * Use precise measurements of length and weight in the construction of our bridges and the evaluation of their strength
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| As **SCIENTISTS** we will:* Understand the forces which hold bridges up and support tunnels
* Understand mechanical systems which move the Swing bridge and the Millennium bridge
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| As **READERS** we will:* Read ‘Inkheart’ – a metaphorical ‘bridge’ into other worlds and make inferences about the characters and their thoughts, feelings and behaviour
 | As **GEOGRAPHERS** we will: * Use maps, aerial photos, plans and web to describe what a locality might be like, particularly the Quayside, and investigate the many ways of crossing the River Tyne
* Describe how some places are similar and others are different in relation to their human features
* Understand why the bridges were built and what their purpose or function is
* Recognise key symbols used on ordnance survey maps and use OS maps to answer questions
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| As **ARTISTS** we will:* Look at the work of Jim Edwards who has produced artwork of North East landscapes and bridges
* Plan and create a piece of art that meets a given criteria
* Create a piece of art using digital images
 | As **HISTORIANS** we will:* Summarise the main events from a specific period in history, explaining the order in which key events happened – understanding how and when the bridges were constructed across the River Tyne
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