



Geography:

- I can plot the course of the Titanic, including the point that it sank, and identify key areas for icebergs.
- I can find countries in Europe and North and South America on a map.
- I can find cities in the UK on a map and identify some of their features.
- I can find information in an atlas using the index and simple co-ordinates.
- I can use a key to describe features on an Ordnance Survey map.
- I can use the eight compass points to describe routes on a map.
- I can use four or six-figure grid references to locate places on a map.
- I can plan a journey using the eight compass points and four or six-figure grid references.
- I can describe how land use has changed over time.

Computing:

- I can create an organised database of the passengers aboard the Titanic.



History:

- I can discuss and explore the timeline of the Titanic and her maiden voyage.
- I can investigate sources of information which tell us about the Titanic and the people on board.
- I can investigate what life was like aboard the Titanic for each of the classes.
- I can introduce the people who were on board the ship and find out who they were.
- I can gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster.
- I can reflect on what has changed since the Titanic disaster and how the incident influenced these changes.

Music:

- I can listen with attention to detail and recall sounds with increasing aural memory.
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians.

RE:

- I can represent Jesus in an image.
- I can create a freeze frame of one of the Ten Commandments.
- I can research and write about each of the Christian 'special places'.
- I can explain what happened when Jesus was in the desert and how this is marked by Christians today.
- I can design a Christian symbol, paint this symbol on a stone before completing basic information about the symbol and its meaning. These will then be placed in our reflective area
- I can discuss why pilgrimage is important to some religious beliefs.
- I can explore and retell the true meaning of the Easter Story
- I can discuss the difference the resurrection makes to Christians.



English:

Recounts:

- I can write the first chapter of a passenger's recount using descriptive language.
- I can write the second chapter of a passenger's recount, creating suspense.
- I can write the final chapter of a passenger's recount, focussing on the change of mood.

News reports:

- I can script and prepare a televised news report to tell the story of the Titanic disaster.
- I can film and edit a news report within a group.
- I can edit report scripts into a written newspaper report, noting key differences.

Design and Technology:

Making Easter Biscuits:

- I can investigate preferences.
- I can evaluate a taste test.
- I can follow a design.
- I can ensure I have created a high quality biscuit.
- I can write an effective evaluation.



PE:

- I can play competitive games, modified where appropriate for Netball.
- I can develop flexibility, strength, technique, control and balance in gymnastics.



Science:

Evolution and Inheritance

- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Art:

- I can use perspective and foreshortening to create a painting of the Titanic.
- I can explore the use of colours to create effects and moods.
- I can create a 3-D model of the Titanic using clay or recycled materials.
- I can create sketch books to record my observations and use them to review and revisit ideas.
- I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- I can consider great artists, architects and designers in history.

PSHE:

Dreams and Goals:

- I understand the importance of money.
- I can research jobs and careers.
- I can discuss my dream job and the steps I need to take get there.
- I can research goals in different cultures.
- I can support others (charity).
- I can think about how the media influences people.



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