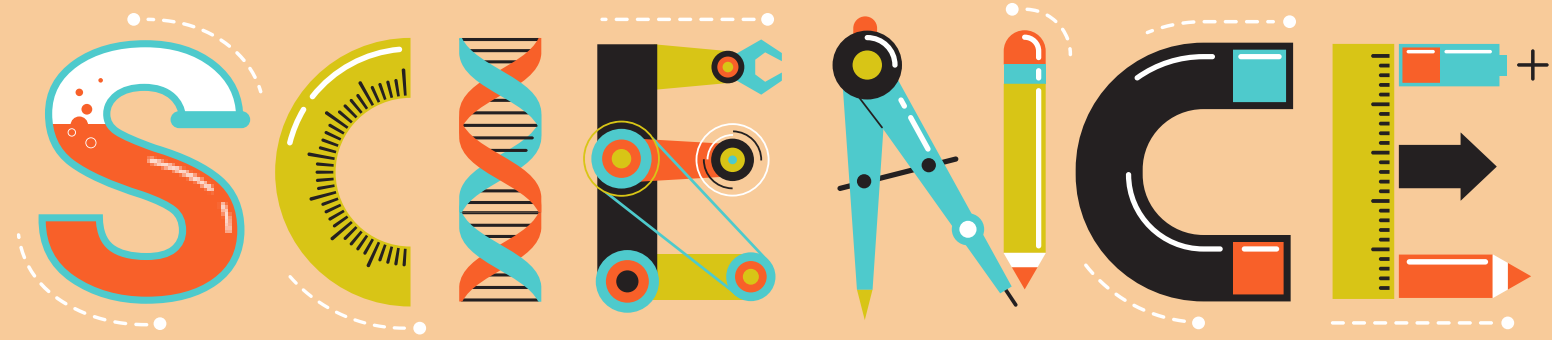


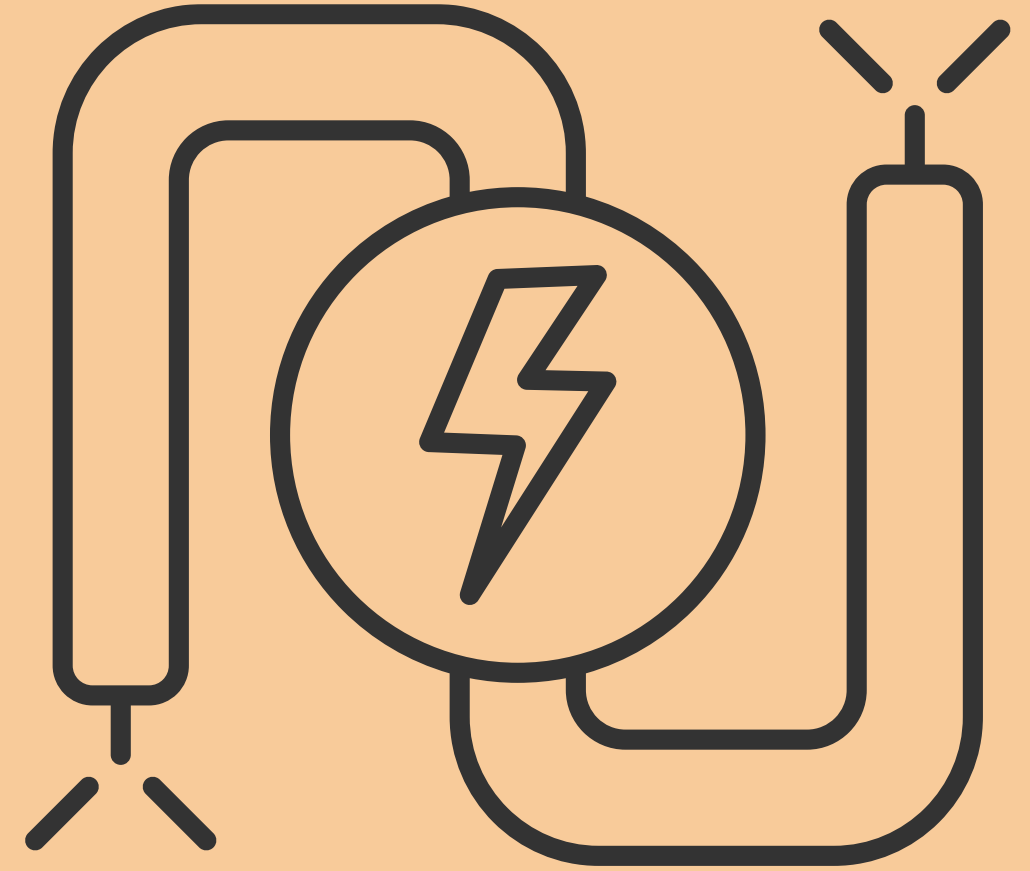


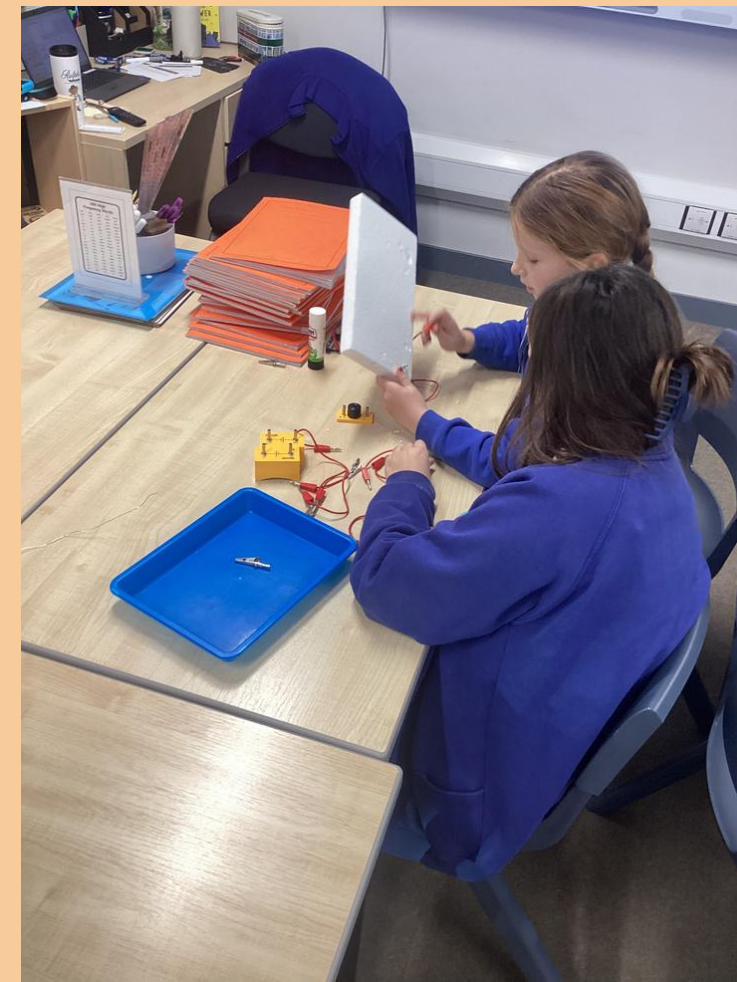
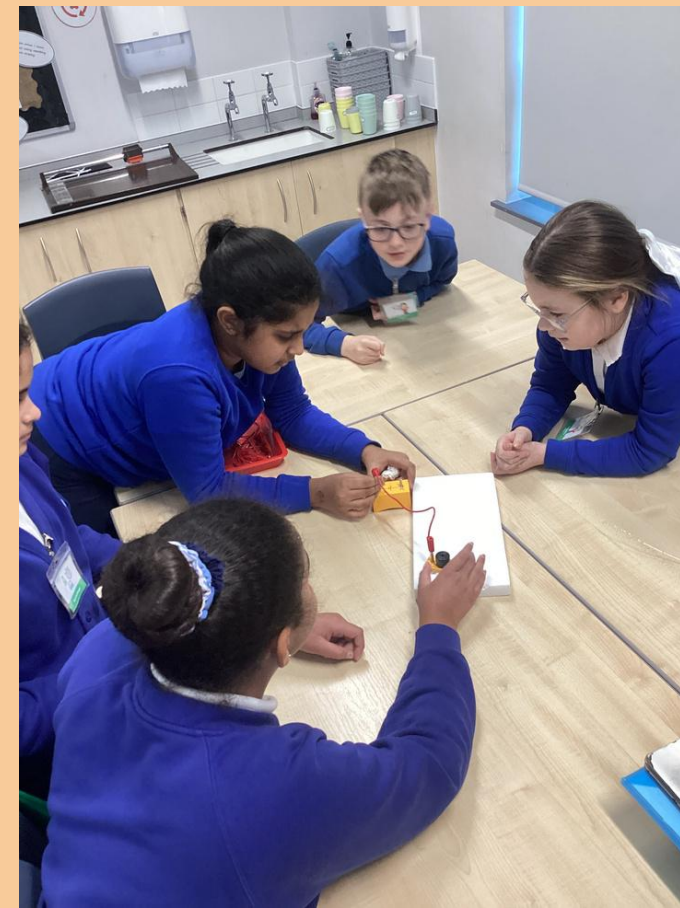
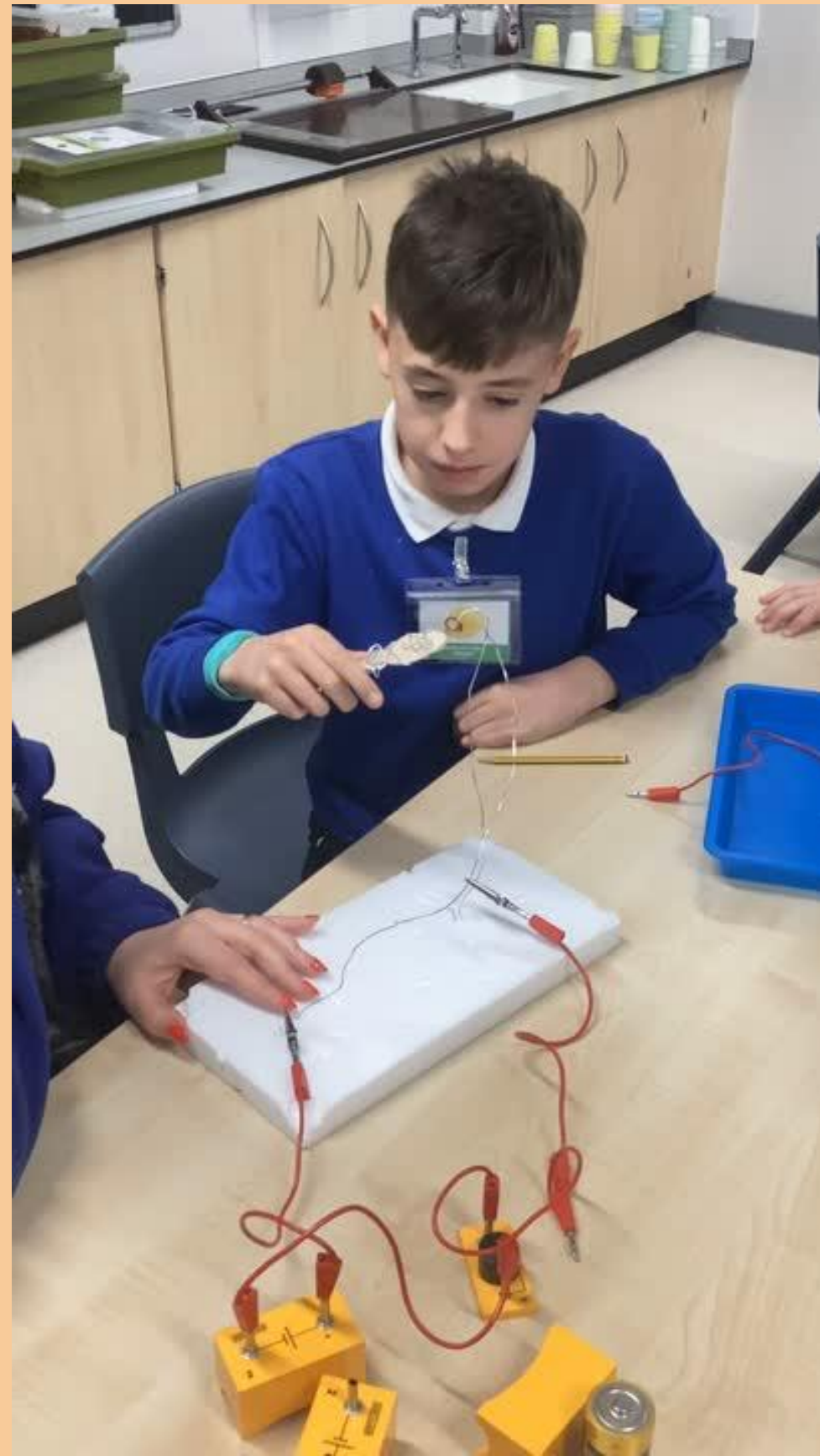
SPRING





We worked in small groups to create an electronic buzz game. We applied our knowledge of conductors and insulators. We each had a job and wore a special role badge: Communications officer, resources manager, personnel manager and health and safety officer.

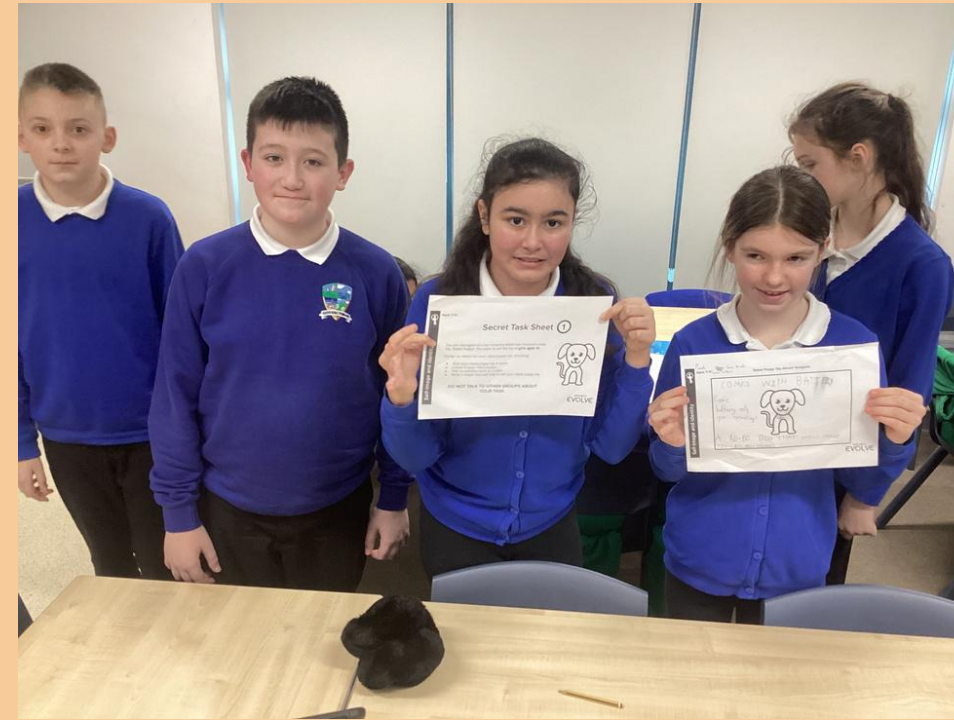




PROJECT EVOLVE[®]

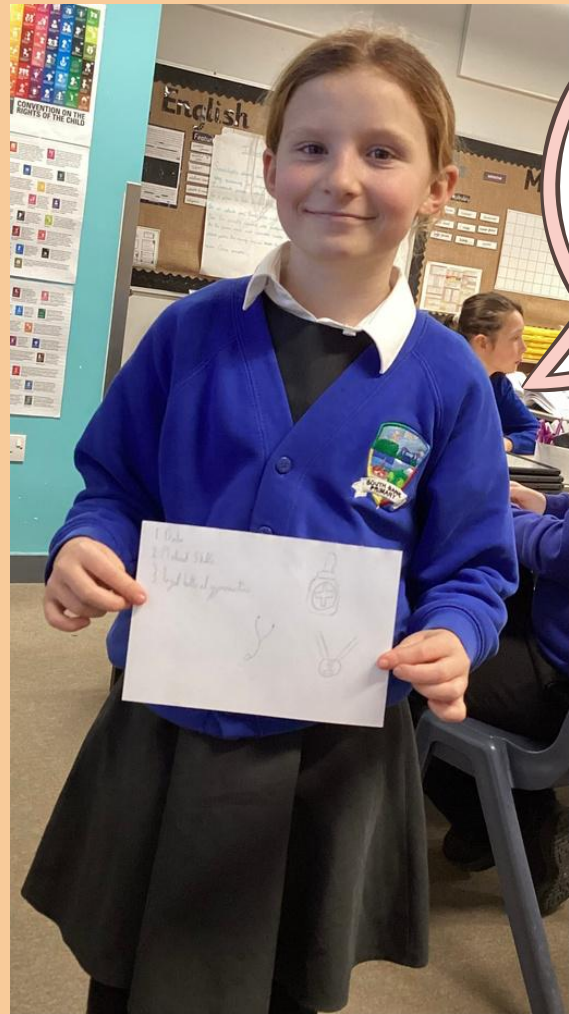
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

Self-Image and Identity



In computing, we looked at gender stereotyping. We created our own advert for a toy based on secret tasks. We all identified that we gender stereotyped our product based upon preconceptions of what colours, accessories etc a boy or girl would like.

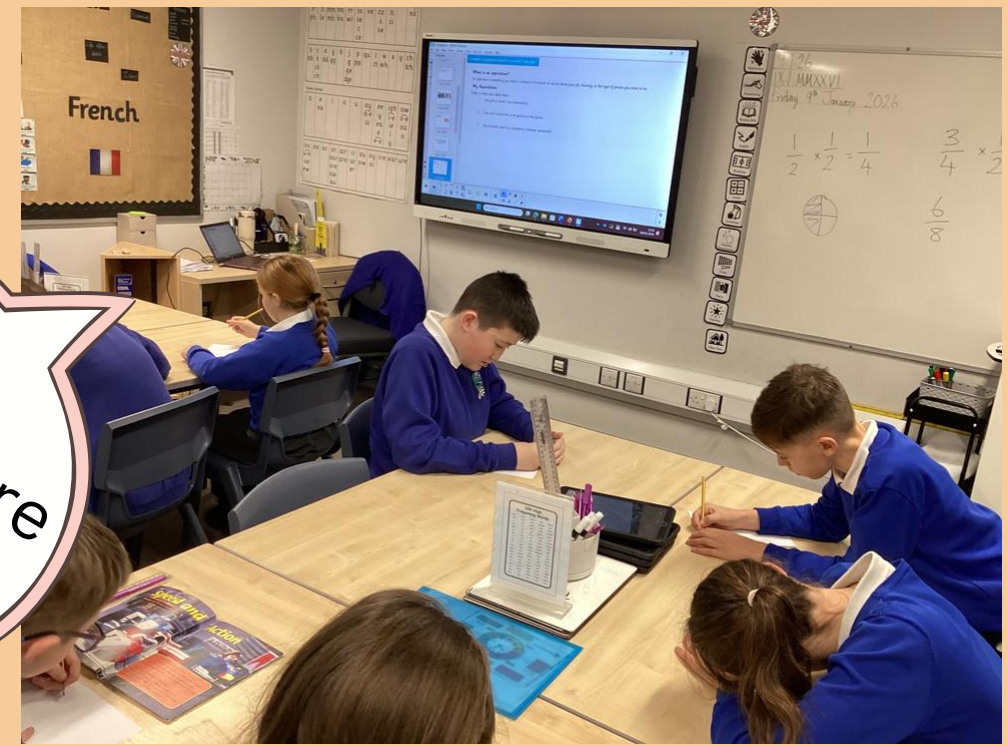
Personal Development Aspirations



I want to be a doctor when I'm older.

Zircon looked at what our goals are for the future and what career we aspire to have when we get older.

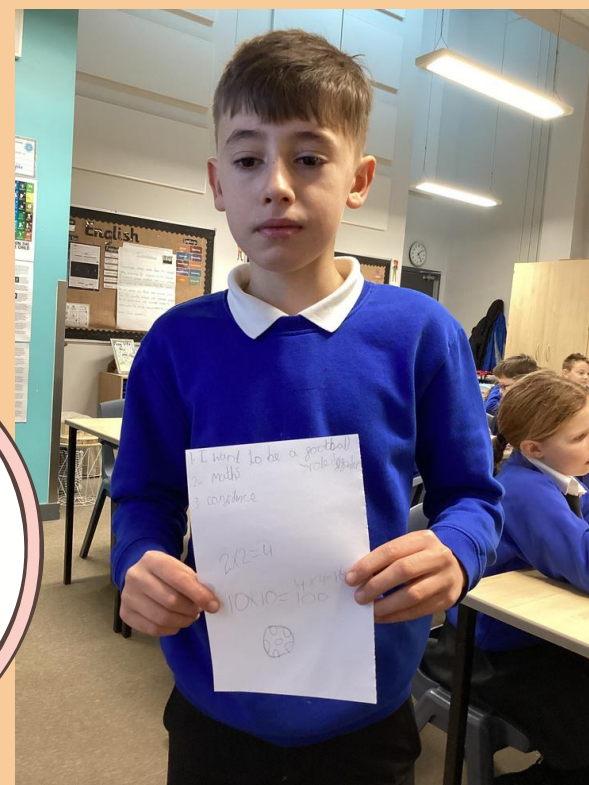
My goal is to be more confident.



CHASE Goals

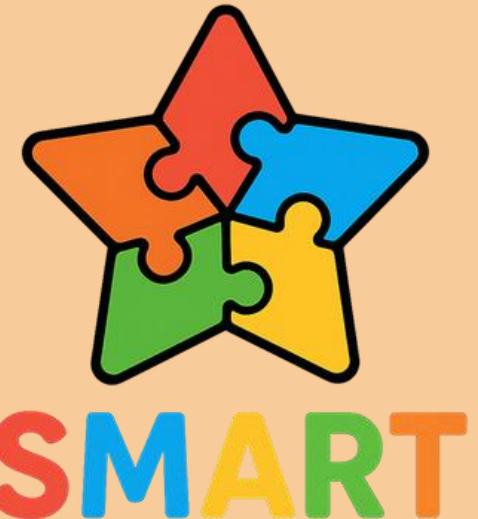


I want to be a footballer when I'm older.



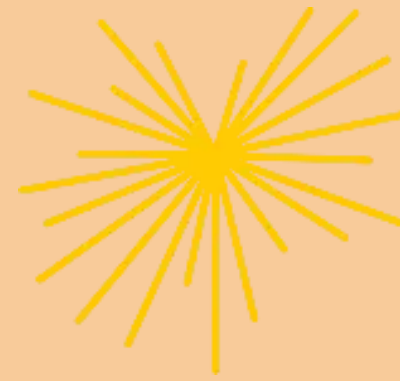
Individual Liberty
We identified our dreams and goals for our future.

I want to be a nail technician artist.





Pre



CHANCE TO SHINE

Inspiring young people through cricket

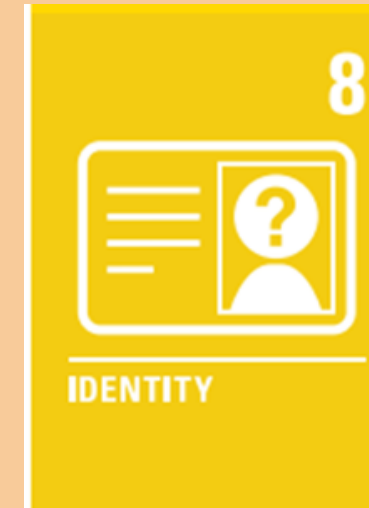
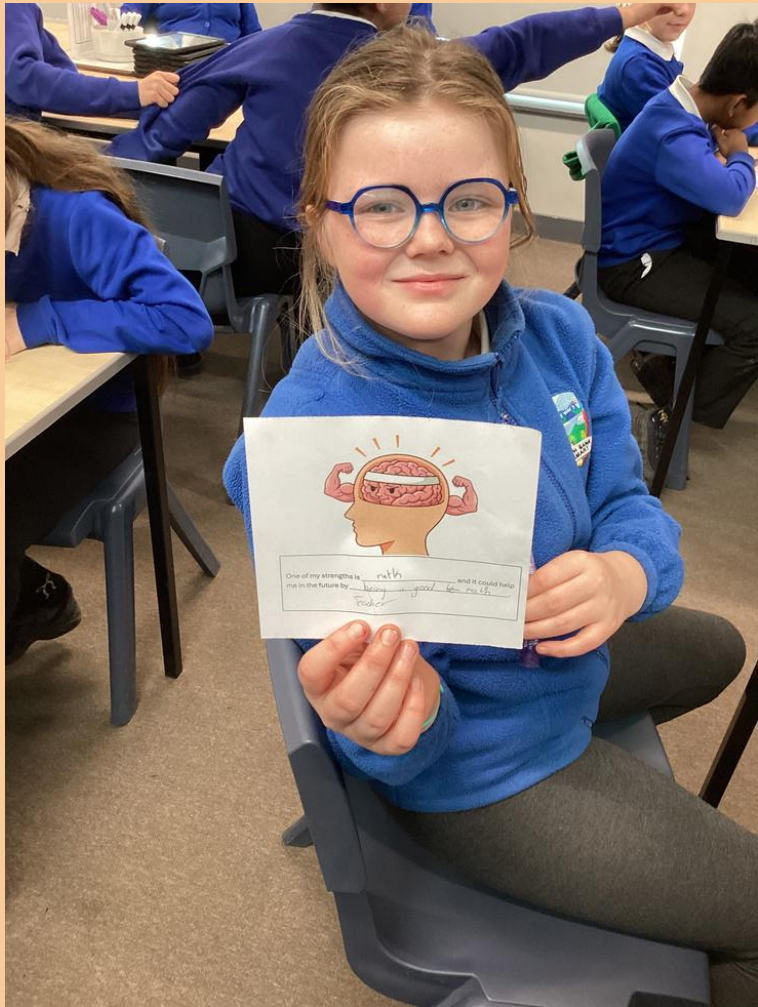


Zircon have started to develop their cricket skills. They have practiced correctly holding the bat, stand correctly and throw the ball.

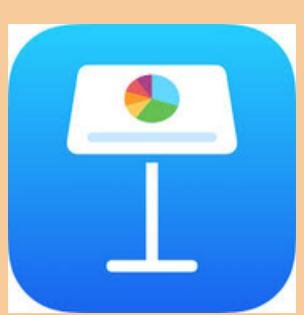


In music, we have been learning to play chords on the glockenspeil.

Personal Development Aspirations Strengths and Interests



In our personal development lesson, we identified our own strengths and interests and identified how these might help us in the future.

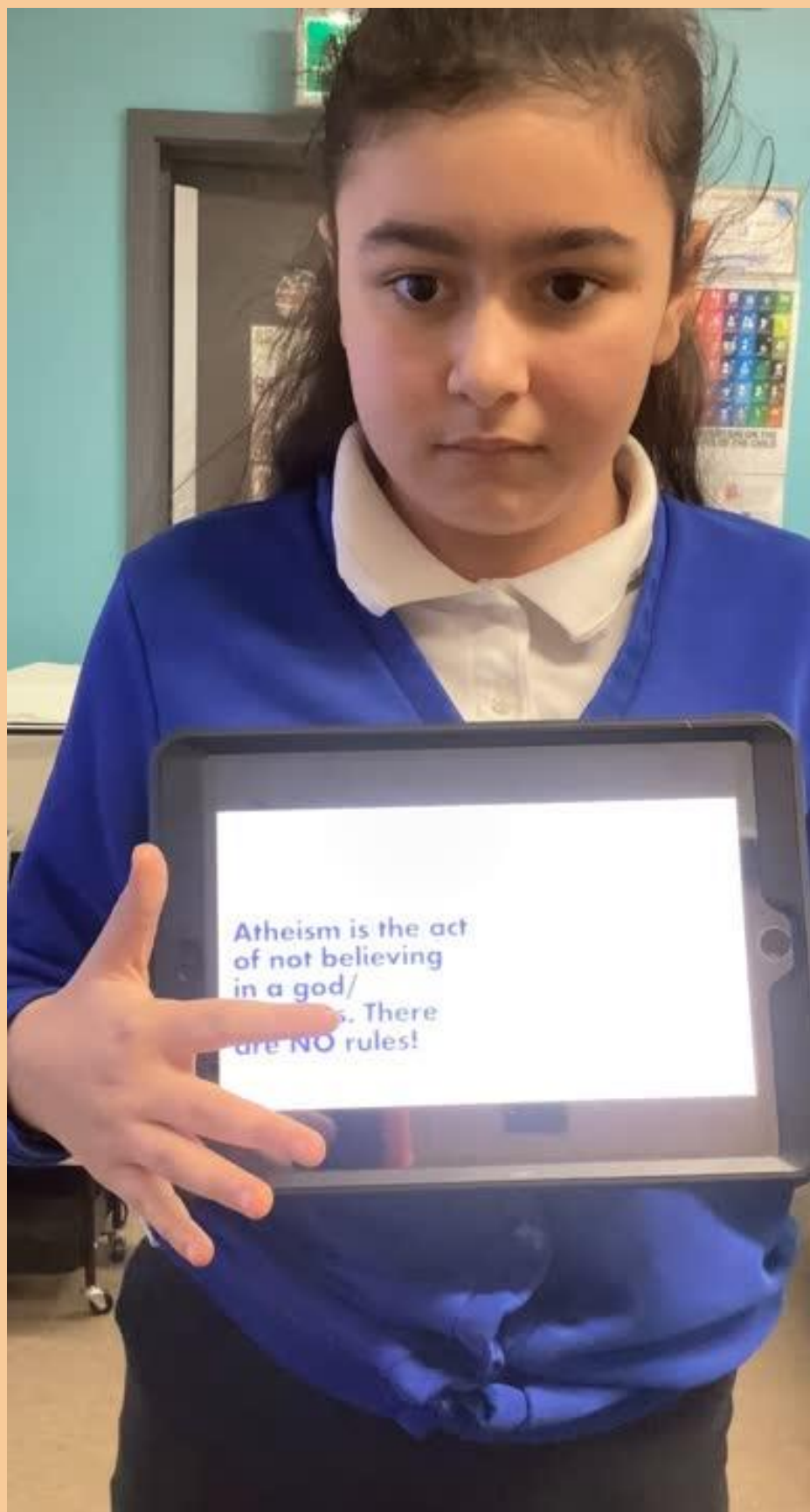


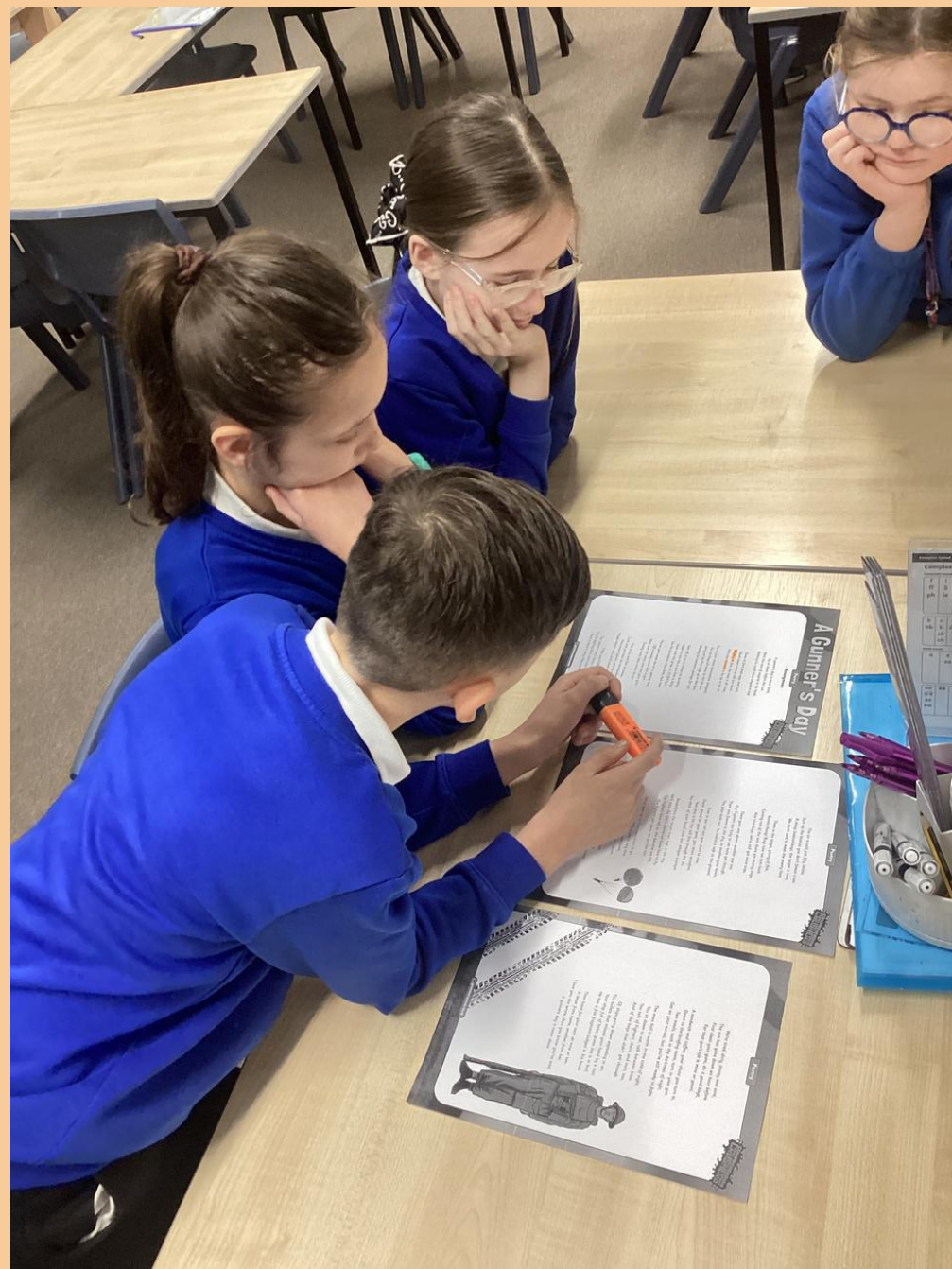
World Religion Day

Atheism



To celebrate World Religion Day, Zircon researched what Atheists believe. We created keynote presentations to record our research.

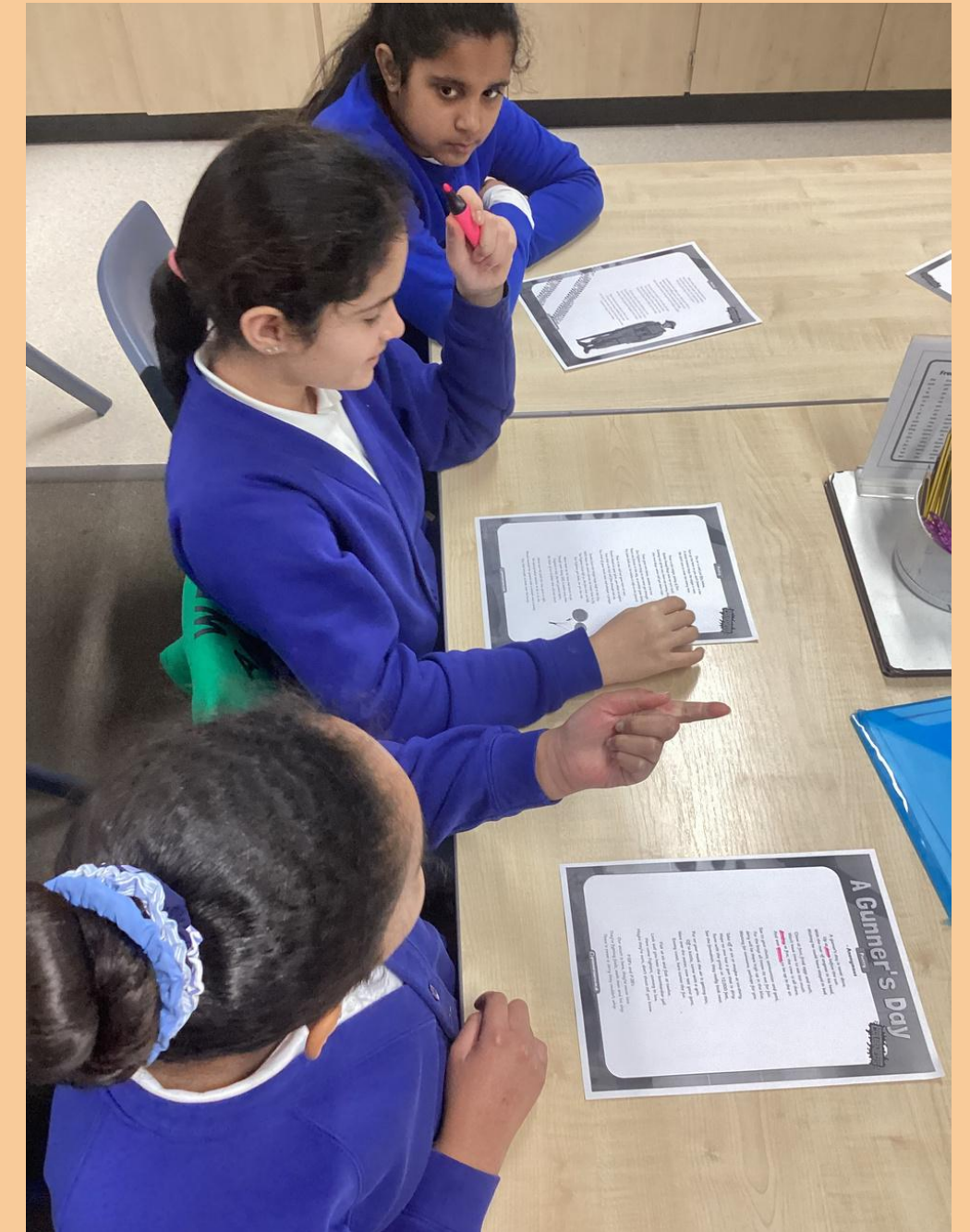




14.1.2

6

In reading skills, Zircon took it in turns to answer the questions. We had to explain the reasons for our answers and provide evidence from the text.



Our focus skill was vocabulary and finding words closest in meaning to. We used the method read and replace to see if the word would fit.

16.1.2

In reading skills, Z6con took it in turns to answer the inference questions. We had to explain the reasons for our answers and provide evidence from the text.



Drop off
Inference - discussion

- How is the girl feeling? How do you know? *upset/scared because she doesn't know anybody.*
- Why is she feeling that way? *she is going into a new school.*
- Who is the man? *her dad*
- Where are they? *at school*
- Does the title give you any clues about this image? *the daughter is getting dropped off at her new school.*
- What are the characters thinking? Draw thought bubbles to accompany the picture.

What is the matter?

Daughter

I'm too scared please don't make me go.

Inference - discussion
Drop off

- How is the girl feeling? How do you know?
- Why is she feeling that way?
- Who is the man?
- Where are they?
- Does the title give you any clues about this image?
- What are the characters thinking? Draw thought bubbles to accompany the picture.

She might be going to a new school and she doesn't know anybody.

anxious

First day at school

school car park

Inference - discussion
Drop off

- How is the girl feeling? How do you know?
- Why is she feeling that way?
- Who is the man?
- Where are they?
- Does the title give you any clues about this image?
- What are the characters thinking? Draw thought bubbles to accompany the picture.

Yes

The girl is feeling sad.

she will have no friend and she is scared

Use inference to match these sentences to the correct situation. One has been done for you.

Sentence	Situation
The character is packing her sun hat and sun cream into a suitcase. (1)	It is the character's mum's birthday. (1)
A character is looking at cards that say 'Mum' on them and carrying flowers. (2)	The character is nervous and is waiting for something to happen. (2)
The character is walking down the road with red eyes, wet cheeks and their head down. (3)	The character is angry. (3)
A character is pacing up and down and keeps looking at her watch. (4)	The character is going on holiday. (4)
The character's fists are clenched together and their face is red. (5)	The character has won a running race. (5)
A character jumps for joy with his family. (6)	The character is sad and has been crying. (6)

Use inference to match these sentences to the correct situation. One has been done for you.

Sentence	Situation
The character is packing her sun hat and sun cream into a suitcase. (1)	It is the character's mum's birthday. (1)
A character is looking at cards that say 'Mum' on them and carrying flowers. (2)	The character is nervous and is waiting for something to happen. (2)
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The character's fists are clenched together and their face is red. (5)	The character has won a running race. (5)
A character jumps for joy with his family. (6)	The character is sad and has been crying. (6)

Inference - discussion

- How is the girl feeling? How do you know?
- Why is she feeling that way?
- Who is the man?
- Where are they?
- Does the title give you any clues about this image?
- What are the characters thinking? Draw thought bubbles to accompany the picture.

He might be thinking 'don't cry you don't need to cry.'

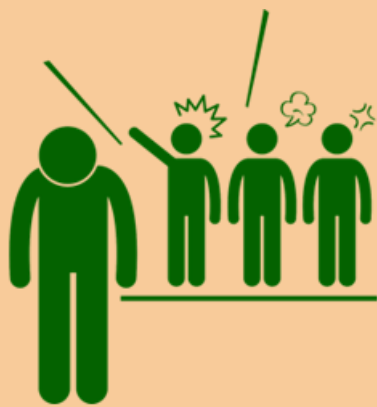
I think she is thinking about that she does not want to leave her dad.





I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

Self-Image and Identity



If you saw something upsetting online, would you do any of the following?
(Tick all that apply)

5	Tell a friend
20	Tell a parent, carer or family member
7	Tell a teacher
1	Tell another trusted adult
2	Report to the app, game or site
10	Report to the Police
3	Ignore it
1	I don't know what I would do
	Other

PROJECT EVOLVE

If you saw something upsetting online, would any of the following stop you telling a grown-up?
(Tick all that apply)

9	They might take away my device, stop me using the app, game or site or cut down my screentime
10	They might monitor more what I do online, follow me online or check my device
9	They might overreact or be angry with me
9	They might tell someone else
17	I don't know what they would do (& that would worry me)
6	I just need to toughen up
9	I might get someone else in trouble
	None of these
	Other

PROJECT EVOLVE

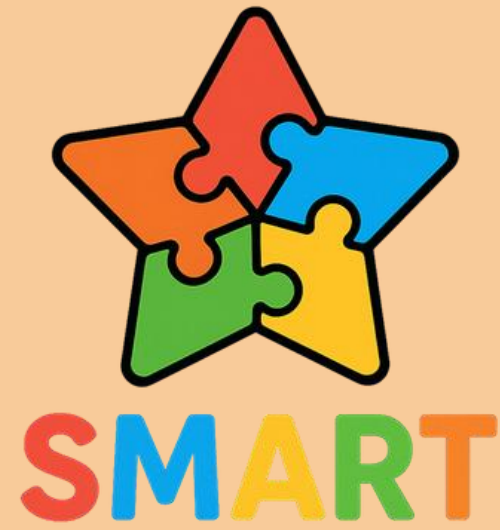
Do you agree or disagree with each statement?

	Agree	Don't know	Disagree
It's important to be online, even if you have to put up with things like bullying or scary stuff.		11	9
It's easier to keep quiet when things go wrong online		8	12
If the first person I speak to isn't helpful, I should speak to someone else	20		

Zircon discussed online worries and what we should do in certain situations and who we would speak to for help. We carried out a survey about different statements and shared our thoughts on our opinions.



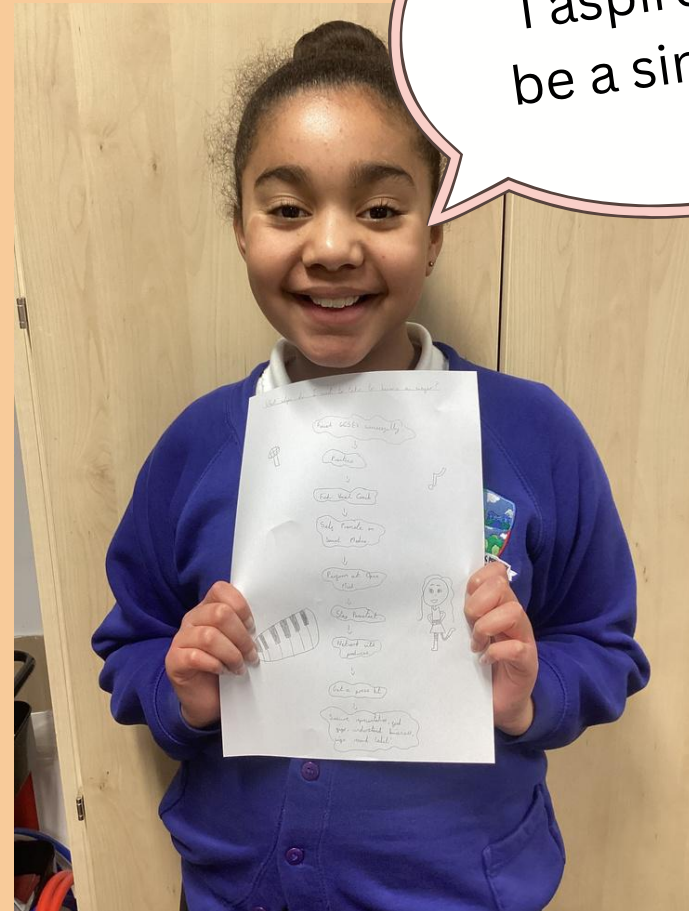
Personal Development Aspirations



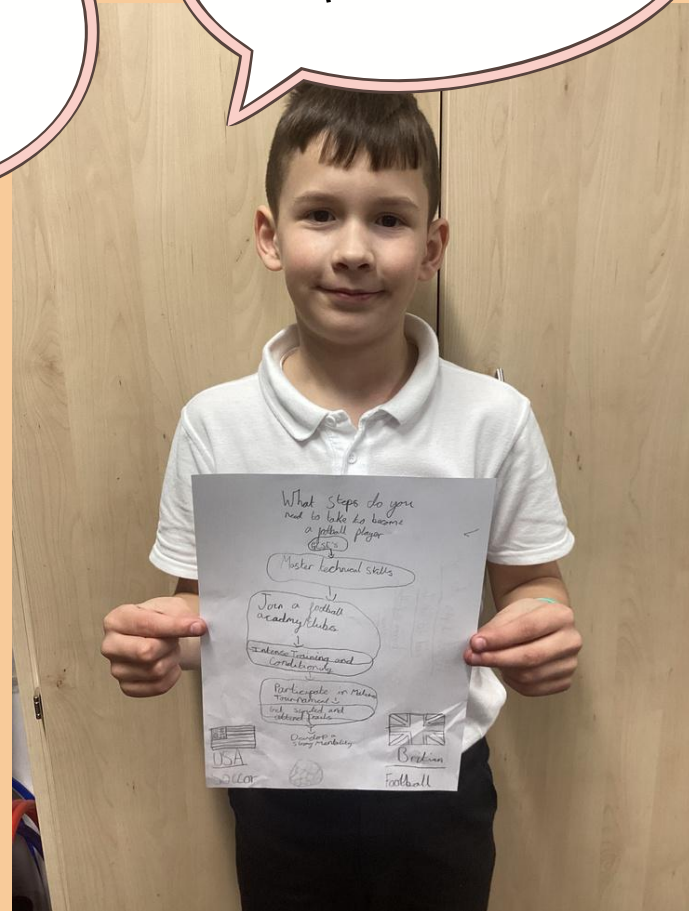
Careers and Pathways
During our session of aspirations we identified skills needed for particular jobs. We also created a check list or flow chart on what we need to achieve in order to reach our potential future job.



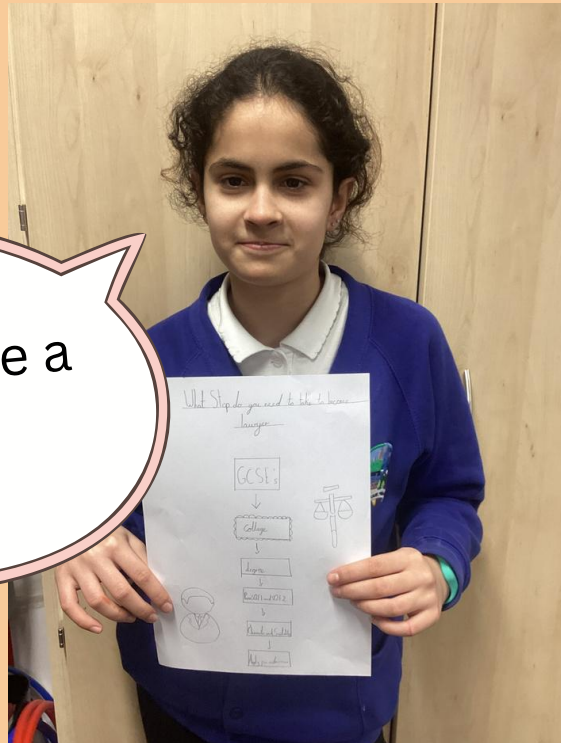
I aspire to be a singer.



I aspire to be a footballer.



I aspire to be a lawyer.



Mental Health Week

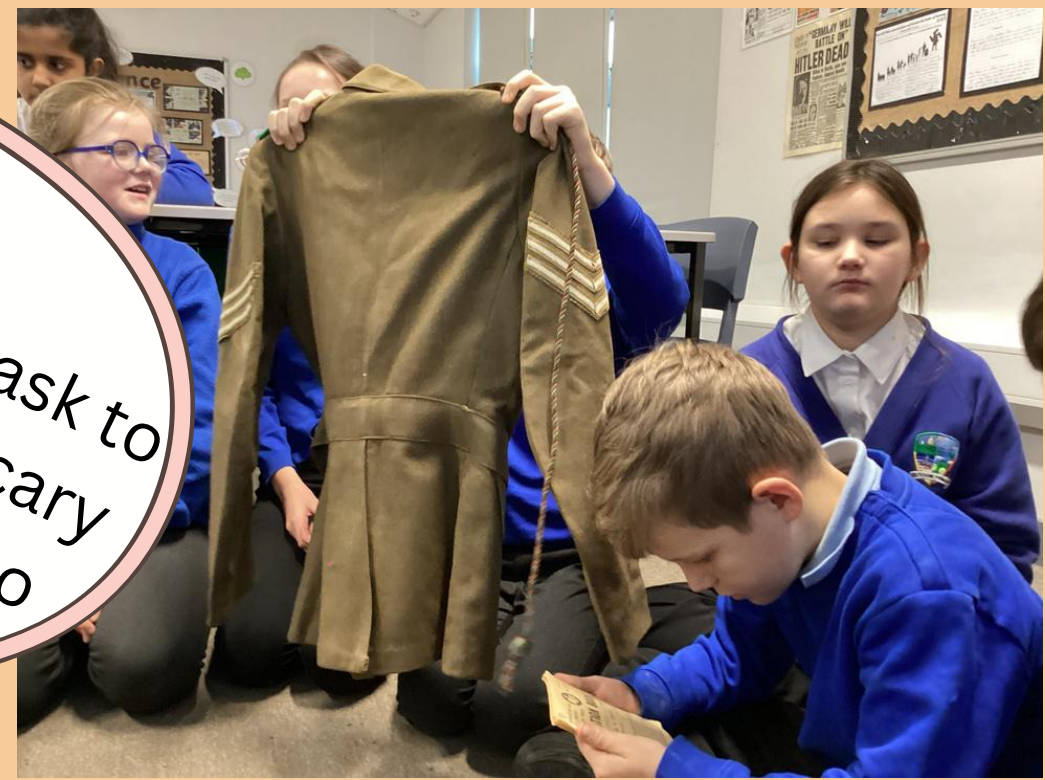


We worked in groups to create presentations about low mood, anxiety and conflict.





I think this is a gas mask to keep them safe. It's scary they might have had to use this.

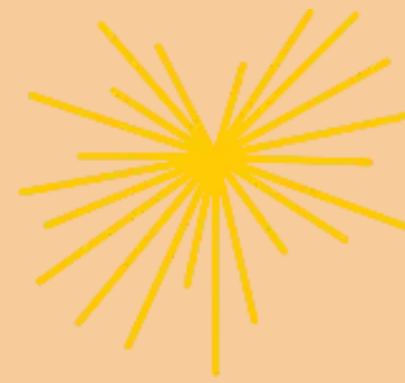


In writing, Zircon explored an old suitcase and tried to guess who it could belong to and how they might feel. We concluded that it belonged to an evacuee from WWII.



I don't think I would be able to have to ration my food. I don't think it's fair that children couldn't enjoy certain things.

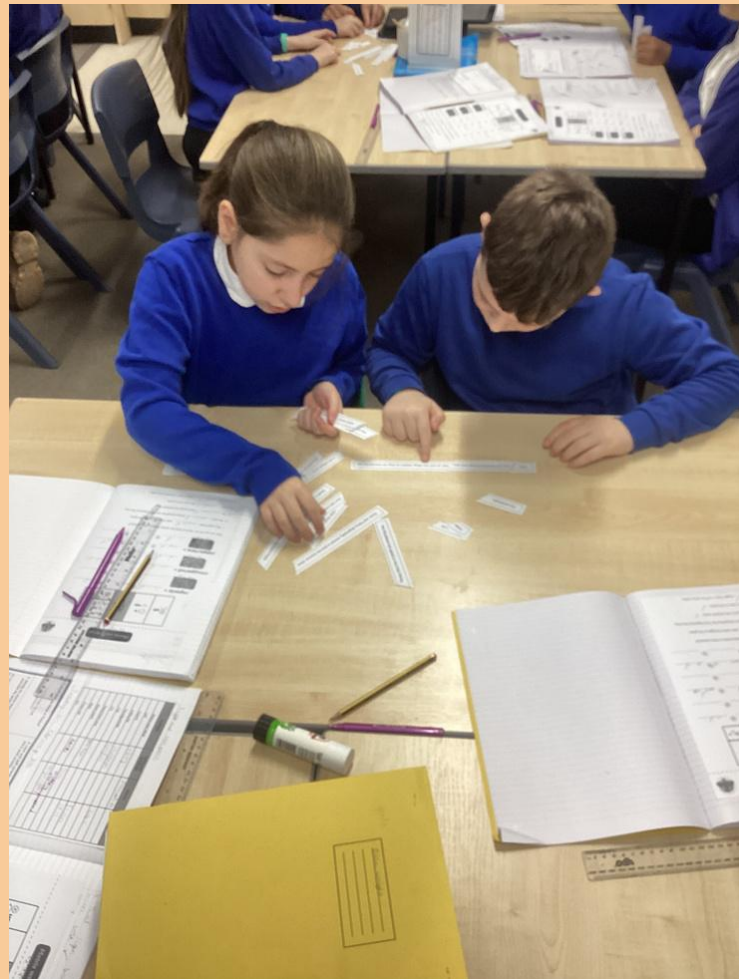
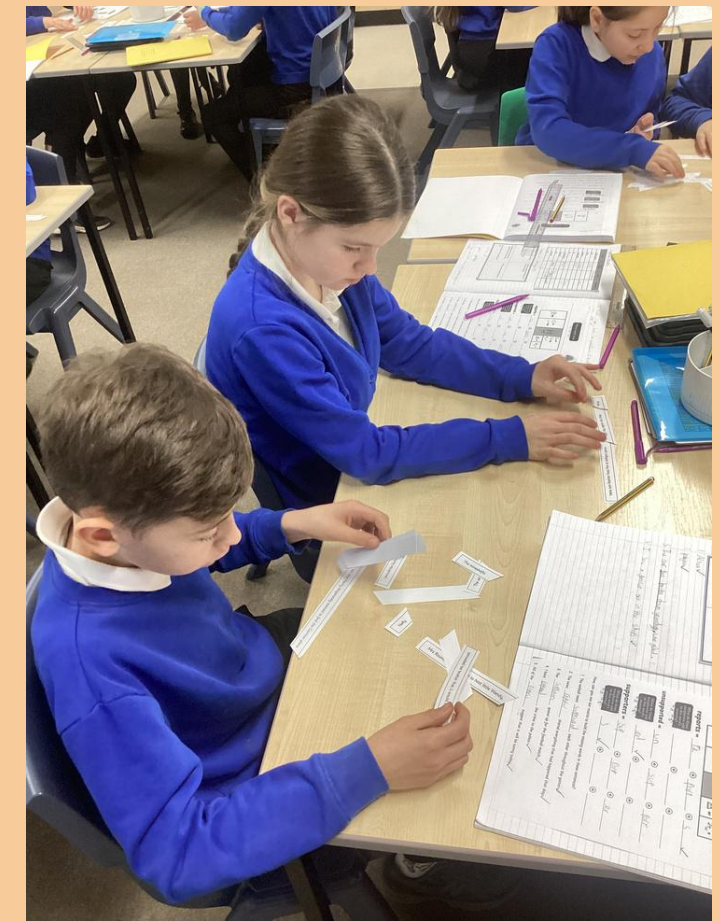
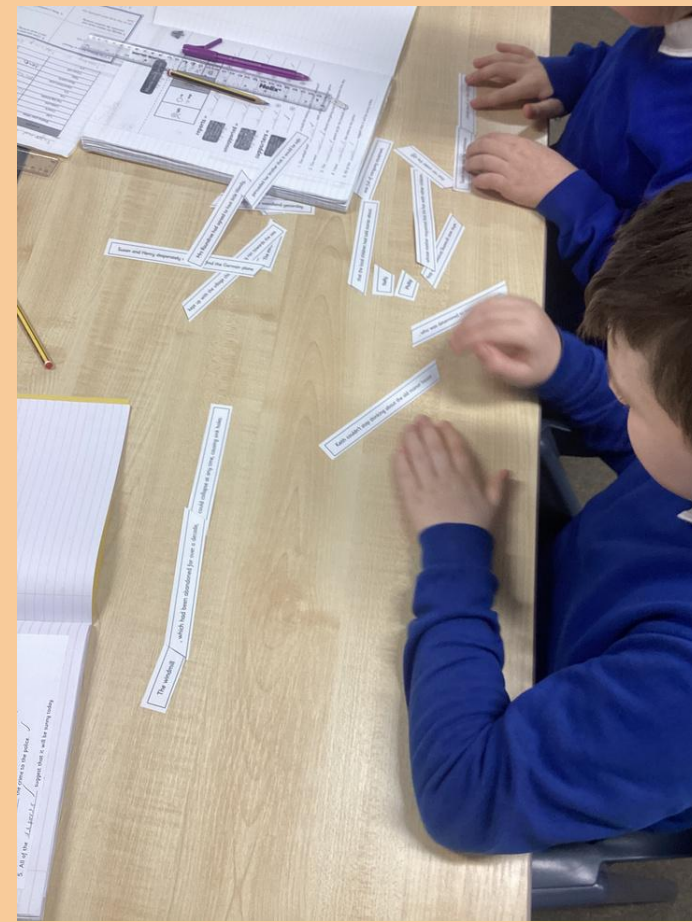
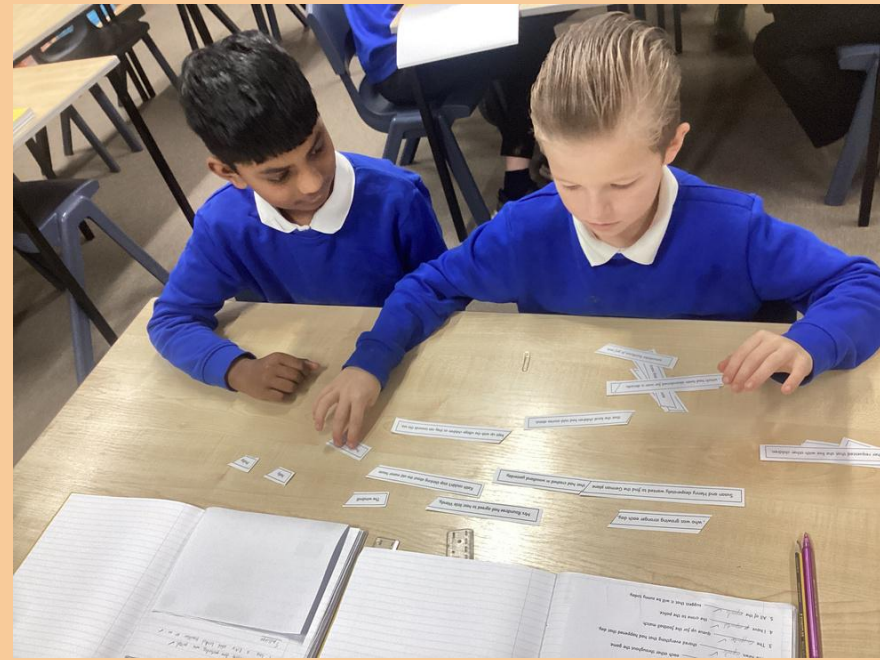




CHANCE TO SHINE
Inspiring young people through cricket



Zircon have continued to develop their cricket skills. They have focused on striking and hitting the target.

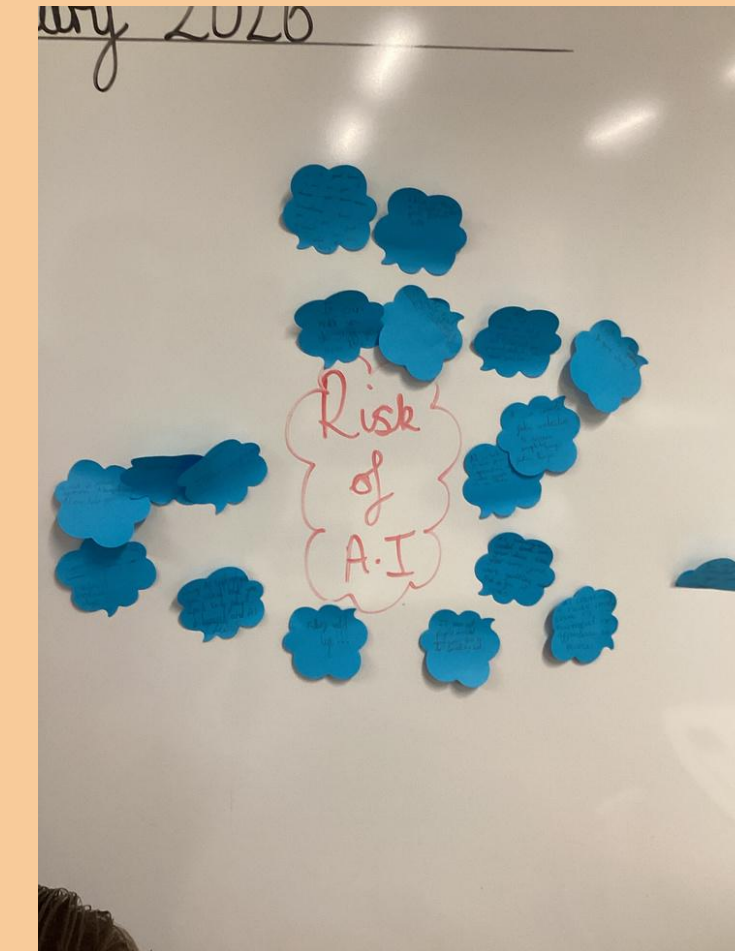
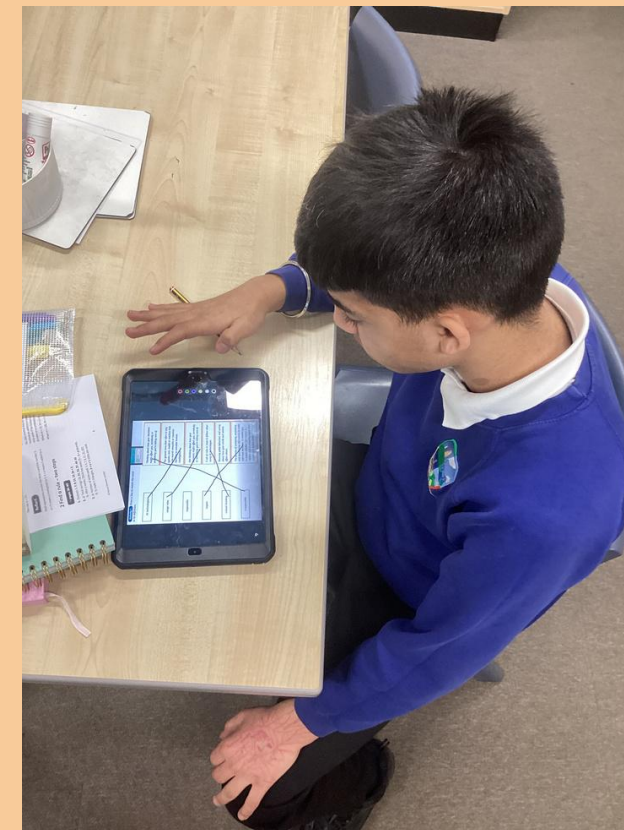
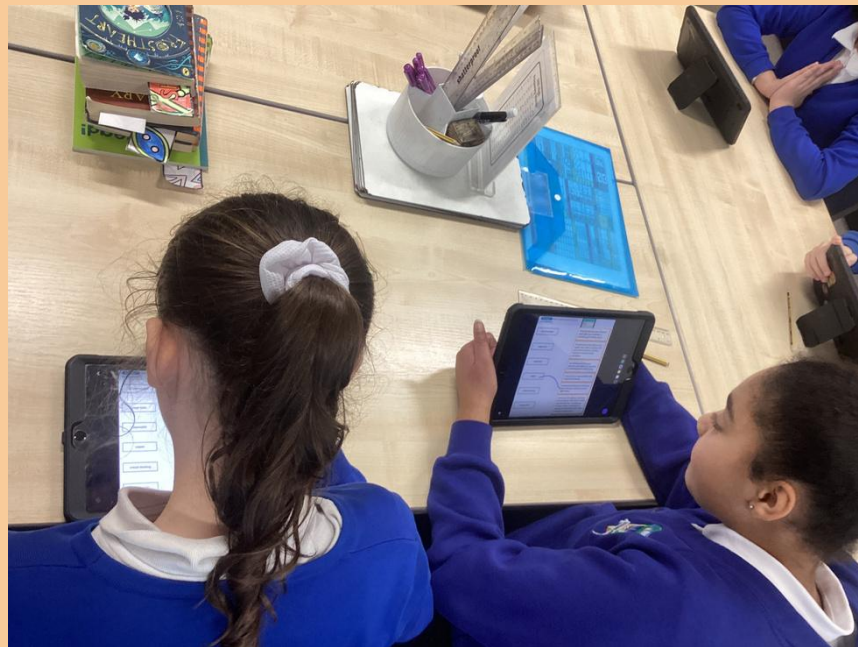
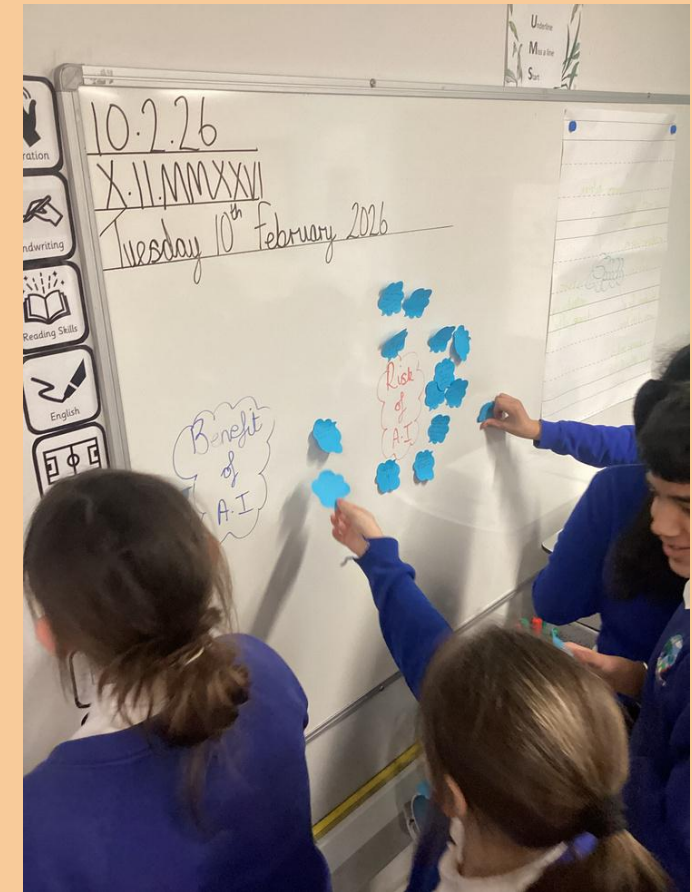
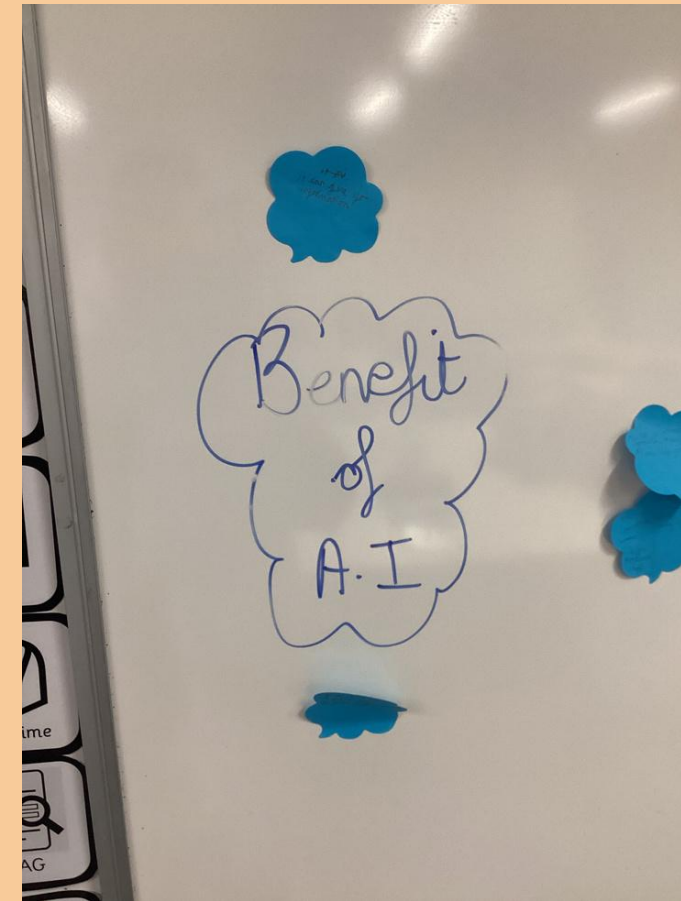
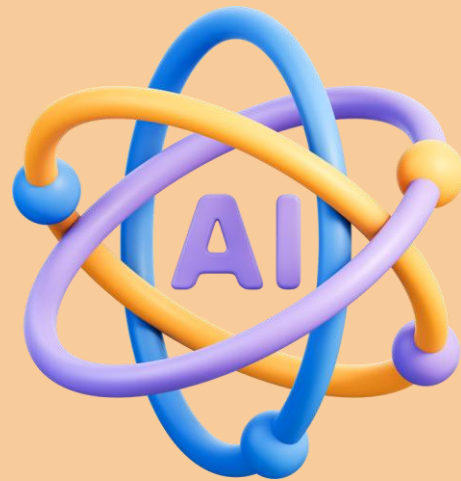


RELATIVE CLAUSES



In writing, Zircon worked in groups to build sentences which included relative clauses.



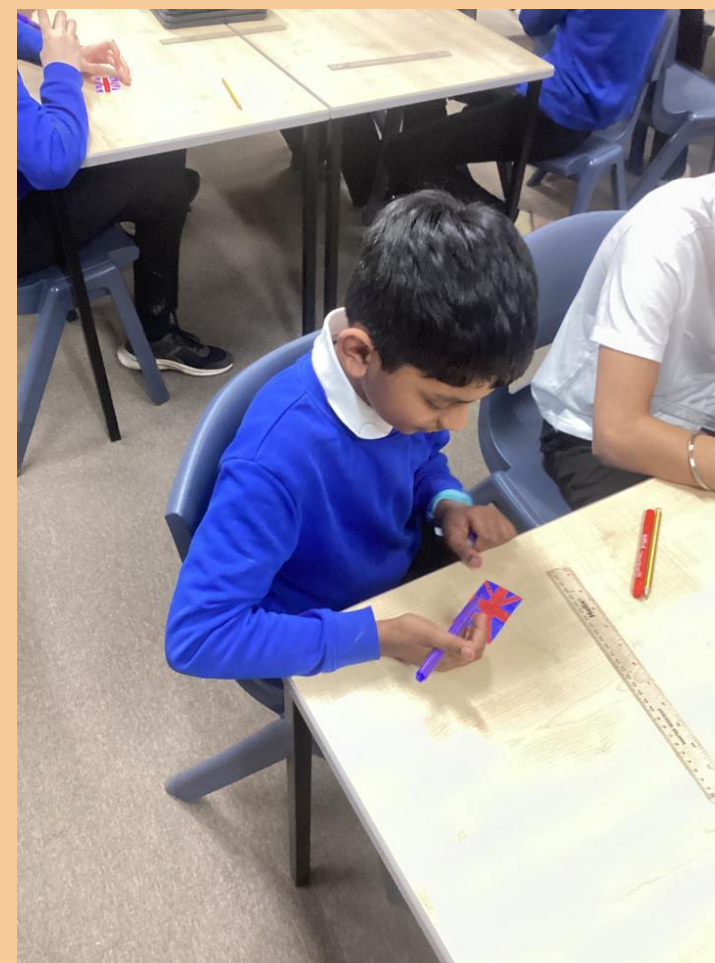
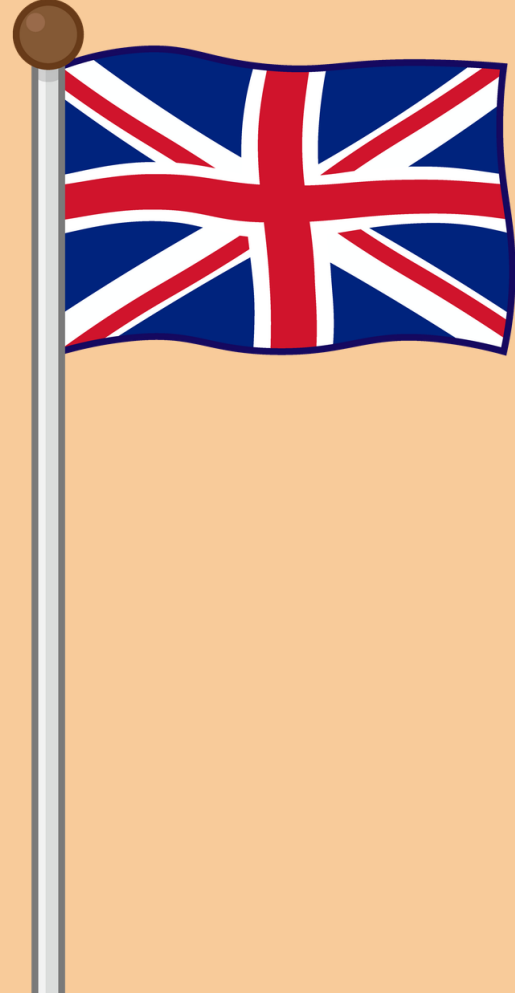


Computing

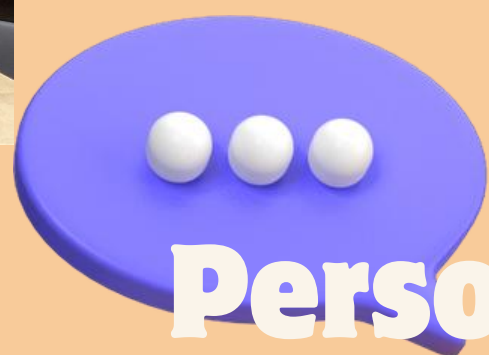
To celebrate Safer Internet Day, Zircon have researched the risks and benefits of using AI and how to use it safely.



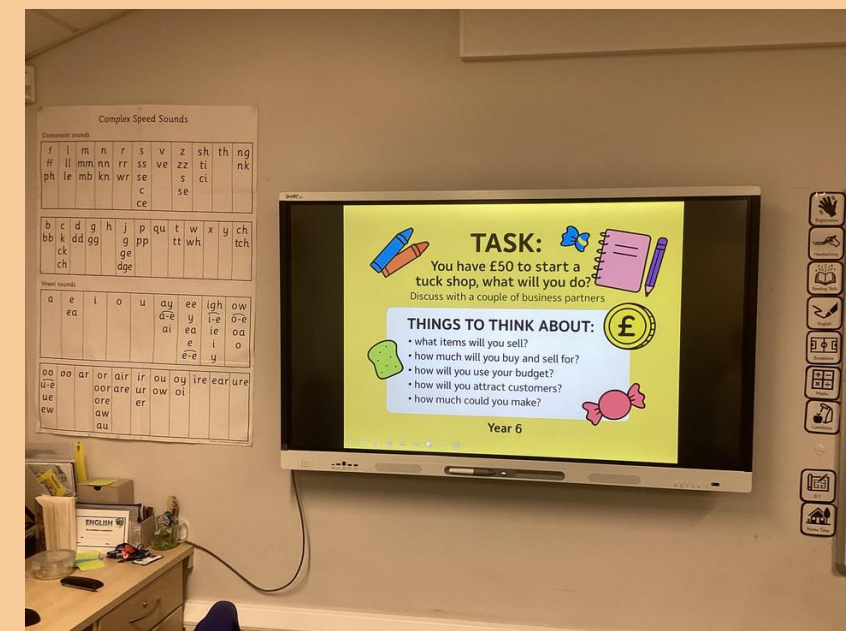
In DT, we have been looking at different mechanisms. We have looked at a pulley and designed and made a pulley mechanism to pull a flag up and down for our Anderson shelter.



Naomi Townsend visited Zircon and spoke to us about her job as an accountant and her journey from primary school to now.

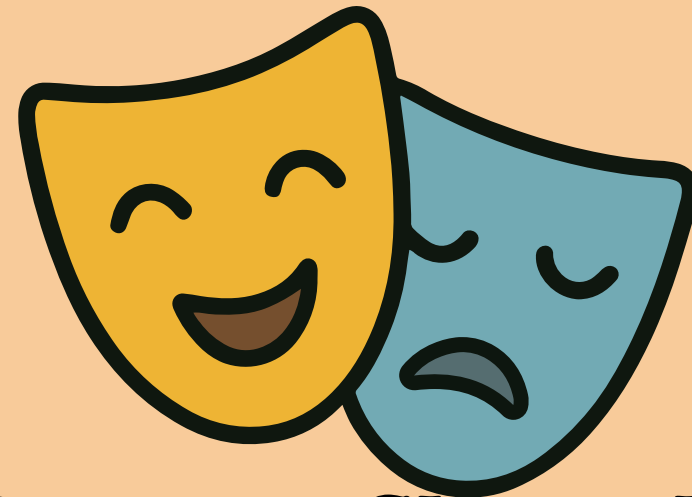


Personal Development CAREERS





12.2.26



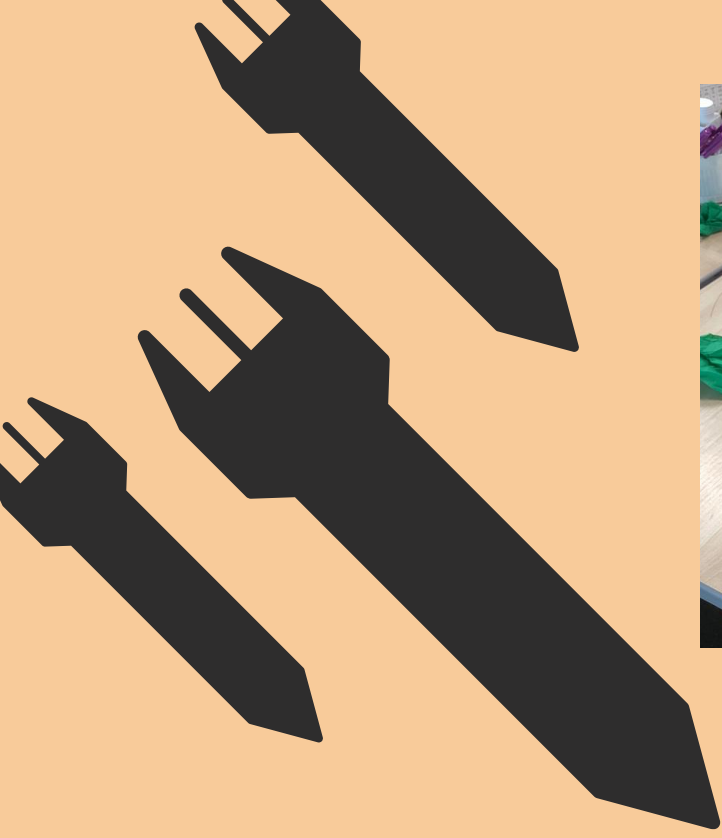
Drama - Show don't tell
In English, we have been developing our skills in writing to convey to the reader how someone is feeling without explicitly telling them.





All year 6 girls had the opportunity to take part in a basketball workshop with East Cleveland Basketball. They practiced their dribbling, shooting and passing skills with the basketball.





In DT, we worked in small groups to design and create models of an Anderson Shelter. We used different attachment techniques to make the structure strong. We used a range of materials to finish off our designs.

