



SEAFORD PRIMARY SCHOOL

Year 6 Term 3

<p>Topic Title- Natural Disasters</p>		
<p><u>History- Mini History unit-Journey to Mecca delivered in R.E. sessions</u></p> <p><u>History</u> History</p> <p><u>Knowledge and understanding</u> Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p><u>Chronology</u> Use timelines to place events, periods and cultural movements from around the world and use these as a reference point.</p> <p><u>Historical Contexts</u> Evaluate usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.</p> <p><u>Organise, Evaluate and communicate information</u> Present information in an organised and clearly structure way and in the most effective/ appropriate manner, e.g. written explanations, tables, charts, labelled diagrams.</p> <p><u>Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p>	<p><u>Geography – Focus for term 3 in learning adventure</u></p> <p><u>Knowledge</u> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Physical Geography</u> To understand some physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Geographical Skills</u> To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><u>Map work</u> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> • Associate brightness of a lamp or volume of a buzzer with the number & voltage of cells used in the circuit • Compare & give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches • Use recognised symbols to represent circuit in a diagram <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>

<p>English <u>Text/Genres</u> <i>Suggested texts 'Kensuke's Kingdom' by Michael Morpurgo/ 'Hurricane' 'Floodland'</i> <i>Flood</i> <i>Survival stories</i> Flashback Stories Writing in role Play script instructions <u>Writing Opportunities</u> Survival guide Flashbacks Missing person poster Narrative – continuation of story Poem - Emotions Play script of section of story Message in a bottle Descriptive writing Letter in role</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> • Ratio • Metric measures • Convert metric measures • Calculate with metric measures • Miles and kilometres • Imperial measure • Shapes – same area • Area and perimeter • Fractions/decimals and percentages <p>Revision of previous learning SATS preparation</p>	<p>Computing- Coding-Scratch E-Safety A session should your class require one. Objective linked to the needs of the class. Scratch Animate a scene Broadcast a message Show and hide Sequence a story Add audio Get interactive</p>	
<p>Design Technology- Investigate Design and Make Evaluation</p>	<p>Art and Design-Landscapes <u>Knowledge</u> Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking in to account the influence of the different historical, cultural and social contexts in which they worked <u>Ideas</u> Confidently use sketchbook to explore ideas, experiences, processes and planning and to solve problems. Adapt and refine work to reflect on its meaning and purpose. <u>Drawing Skills</u> Draw with increased skill and depth of refinement and incorporate shading, basic perspective, light and shade. Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation. Continue to develop a personal style of drawing, expressing what they like drawing. <u>Craft Skills</u> Can embellish decoratively using more layers of materials to build complexity and represent the qualities of a surface or thing e.g. buildings, landscape – when using collage as an art form.</p>	<p>P.E Pupils will be developing their skills in gymnastics, dance and net and wall games. The following skills will be built on each term- <u>Skilfulness</u> To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control. <u>Condition, Health and Well-Being</u> To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily. <u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements</p>	
<p>PSHE Dreams and Goals I know my learning strengths and can set challenging but realistic goals for myself. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them.</p>	<p>R.E. <u>Inspirational People, Leaders and Teachers.</u> Investigate the 5 pillars of Islam Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion</p>	<p>Music Composing I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group.</p>	<p>French In Year 6 we will be extending from being able to say which town we live in, we will also learn some key countries in French. We will learn more about the</p>

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<p>I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise.</p>	<p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all. <u>Symbols and Religious Expressions- Islamic Art</u> Explore symbols and images of Islamic art Pupils discuss different perspectives on questions about the beginnings of life on earth, so that they can describe different ways science and religions treat the questions of origins</p>	<p>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). I can create rhythmic patterns with an awareness of timbre and duration. I create music, which reflects given intentions and uses notations as a support for performance.</p>	<p>French counting system beyond 100.</p>
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Super Start: Wrecked classroom (like a natural disaster!)
 Magic Middle: Trip to Natural History Museum (maybe later in the year to link with evolution too) / Paradise Park/ RNLI Sea safety visit
 Fabulous finish: Making mini natural disasters- DISASTER DAY!
 Curriculum Careers link (An excellent way in to discover careers in sustainability - e.g. a plastics project, flooding prevention)- <https://practicalaction.org/schools/>

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