



SEAFORD PRIMARY SCHOOL

Year 6 Term 4

<p>Topic Title- Natural Disasters</p>		
<p>History (no specific History this term)</p>	<p>Geography – Knowledge 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>Physical Geography To understand some physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical Skills 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>Map work ✦ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Science- Second Look Science (the Science of Sport) Revision of key areas in Science through the exploration of conditions and equipment needed to play sport.</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals compare and group together everyday materials on the basis of their properties give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise the impact of diet, drugs, exercise and lifestyle on the way their bodies function. <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 Text/Genres Suggested texts 'Kensuke's Kingdom' by Michael Morpurgo/ ' Hurricane' 'Floodland' Flashback Stories Writing in role Play script instructions</p> <p>Writing Opportunities Survival guide Missing person poster</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measure Shapes – same area Area and perimeter 	<p>Computing- E-Safety A session if your class requires one. Coding: Kodu Investigating Code Making objects react to events Creating Worlds Deconstructing Code Making a racing game Evaluating my racing game</p>

<p>Narrative – continuation of story Poem - Emotions Play script of section of story Message in a bottle Descriptive writing Letter in role</p>			
<p>Design Technology Beat the Flood https://practicalaction.org/schools/beat-the-flood/ Investigate I draw on and use various sources of information. I use my understanding of familiar products to help develop my own ideas. Design and Make I measure and select materials with cost and workability in mind. I make very careful and precise measurements so that joins, holes and openings are in exactly the right place. I ensure that edges are finished by sometimes adding other materials. (e.g. edging strips) I test and evaluate my products, showing that I understand the situations my products will have to work. I am aware that resources may be limited (budget, time, availability) Evaluation <u>Structures: reinforce and strengthen 3-D frameworks</u> My product is well received by intended users. I reflect on my designs and develop them bearing in mind the way they will be used.I evaluate my products and how I used information sources to inform my design.</p>	<p>Art and Design-Landscapes No specific Art and Design session for this term.</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>RSHE Healthy Me I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body particularly the liver and the heart. I understand that some people can be exploited and made to do things that are against the law. I know why some people join groups and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>R.E. Salvation Consider the significance of the resurrection of Jesus to the Easter story and Christianity Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses</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. 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 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 French counting system beyond 100.</p>
<p>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!</p>			

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Curriculum Careers link (An excellent way in to discover careers in sustainability - e.g. a plastics project, flooding prevention)- <https://practicalaction.org/schools/>
<https://practicalaction.org/schools/beat-the-flood>