SEAFORD PRIMARY SCHOOL

Year 6 Term 4

Topic Title- Natural Disasters

History (no specific History this term)

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

Physical Geography

To understand some physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes and earthquakes,** and the water cycle

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

Map work

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science- Light and Electricity

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into our eyes.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them.

- Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

Associate the brightness of a lamp of the volume of a buzzer with the number and voltage of cells used in the circuit.

Working Scientifically

- 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

identifying scientific evidence that has been used to support or refute ideas or arguments

English

Text/Genres

Suggested texts 'Kensuke's Kingdom' by Michael Morpurgo/ ' 'Hurricane' 'Floodland'

Flashback Stories

Writing in role

Play script

instructions

Writing Opportunities

Survival guide

Missing person poster

Narrative – continuation of story

Maths (opportunities for maths links)

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometres
- Imperial measure
- Shapes – same area
- Area and perimeter

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

Poem - Emotions
Play script of section of story
Message in a bottle
Descriptive writing
Letter in role

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

Structures: reinforce and strengthen 3-D frameworks
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.

Art and Design- Landscapes

No specific Art and Design session for this term.

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-

Skilfulness
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.

Condition, Health and Well-Being
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.

Decision Making
To make accurate comments about quality of their own and others' performances and actions.
To assess performance and actions against criteria and suggest improvements

PSHE 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 ca 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.

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

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.

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.

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 n
atural 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/
https://practicalaction.org/schools/beat-the-flood