

Year 6 Spring 1  
Deserts

**Hook (curiosity):**

Trip to Hampton Court Palace

**Text (Reading, language, communication):**

Floodland

**End product (engagement):**

Keynote Presentations

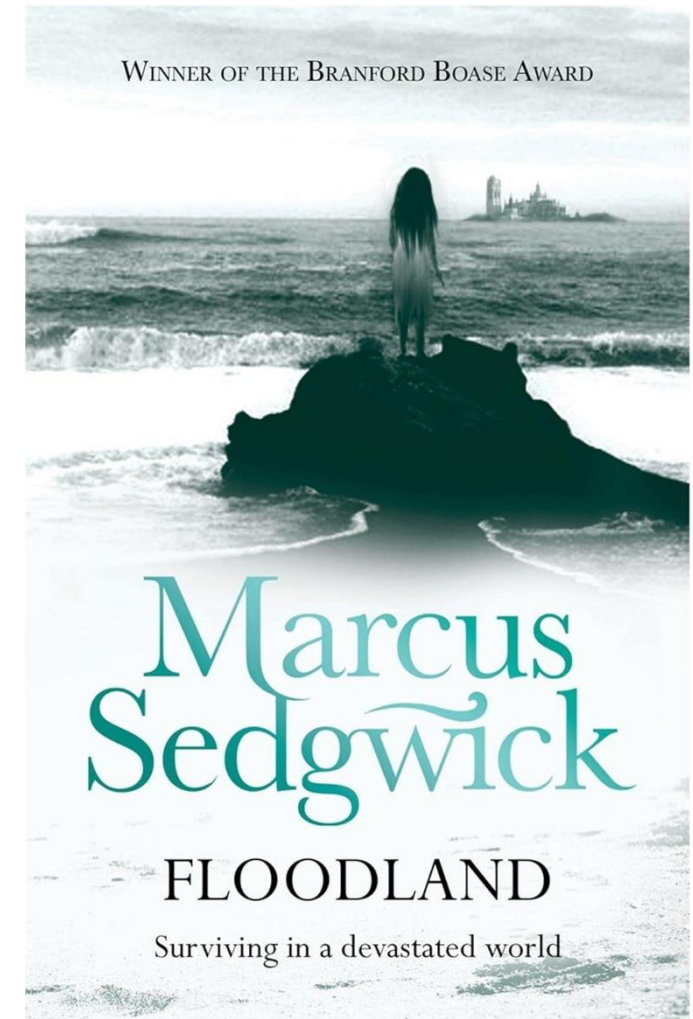
**Vocab (Reading, language, communication):**

Biome, tourism, settlement, desertification, flash flooding

**Sticky knowledge (Learning that sticks):**

- A hot desert biome has very little vegetation and is home to reptiles and camels.
- Most hot deserts are found the tropic of Capricorn and the tropic of Cancer.
- The Mojave desert is used for: tourism, settlement, farming/ranching and renewable energy.
- Desertification, flash flooding and extreme temperatures a risk to desert environments.
- Desertification is the process by which land changes into desert.
- Flash flooding happens when a lot of rain falls in a short space of time.
- Extreme temperatures can cause fires that kill off wildlife.

# Deserts



<p style="text-align: center;"><b>Computing</b></p> <p>(Communication and collaboration from Teach Computing)</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> <li>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>● Recognise that data is transferred using agreed methods</li> <li>● Explain that internet devices have addresses</li> <li>● Describe how computers use addresses to access websites</li> <li>● Identify and explain the main parts of a data packet</li> <li>● Explain that data is transferred over network in packages</li> <li>● Explain that all data is transferred over the internet in its packets</li> <li>● Recognise how to access shared files store online</li> <li>● Send information over the internet in different ways</li> <li>● Explain that the internet allows different media to be shared</li> <li>● Identify different ways of working together online</li> <li>● Recognise that working together on the internet can be public or private</li> <li>● Explain different ways in which people communicate</li> <li>● Identify that there are a variety of ways to communicate over the internet</li> </ul>	<p style="text-align: center;"><b>BSL</b></p> <p>Travelling: getting to school, the shops, finding the bus stop.</p> <p style="text-align: center;"><b>Geography</b></p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> <li>● Understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries.</li> <li>● 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.</li> </ul> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>● Locating more countries in Europe and North and South America using maps.</li> <li>● Locating major cities of the countries studied.</li> <li>● Locating some key physical features in countries studied on a map.</li> <li>● Locating key human features in countries studied.</li> <li>● Identifying significant environmental regions on a map.</li> <li>● Describe and explain similarities and differences between two environmental regions studied.</li> <li>● Understand how climates impact on trade, land use and settlement.</li> </ul> <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>See Summer 1</b></p>	<p style="text-align: center;"><b>Art and Design</b></p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> <li>● Improve mastery of art and design techniques, including sculpture with a range of materials.</li> <li>● Identify great artists, architects and designer studies.</li> </ul> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>● Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</li> <li>● Use sketch books to record ideas and observations and design my modroc sculpture.</li> <li>● Consider and evaluate the artwork of Giacommeti.</li> </ul> <p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;">(Health and Wellbeing from Kapow)</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>● Consider ways to prevent illness.</li> <li>● Identify some actions to take if I am worried about my health or my friends' health.</li> <li>● Identify a range of relaxation strategies and situations in which they would be useful.</li> <li>● Explore ways to maintain good habits.</li> <li>● Set achievable goals for a healthy lifestyle.</li> <li>● Explore my personal qualities and how to build on them.</li> <li>● Develop strategies for being resilient in challenging situations.</li> </ul> <p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;"><b>(Christianity from Surrey Syllabus)</b></p> <p><u>National Curriculum links:</u></p> <p>Surrey Syllabus – How is God Three – and yet One?</p>
---	--	---

- Compare different methods of communicating on the internet
- Decide when I should or should not share information online.

**PE**

(Dance & Netball from Sports4Kids)

Progression of skills objectives dance:

- Develop and exaggerate movement
- Develop perform confidently with variety
- Develop imaginative and creative ideas to use in Dance
- Develop appropriate movement to stimuli
- Develop pace and timing
- Develop Improvise and performs with confidence

Progression of skills objectives netball:

- Develop pass, catch, move (competitive)
- Develop positioning (Attackers V Defenders)
- Develop small sided games (Defence)
- Develop game play (Attackers V Defenders)
- Develop game play (Patterns of play)
- Develop and can apply patterns of play and strategies.

**Design & Technology – See Autumn 2**

Progression of skills objectives:

- Understand that God is a Trinity – Father, Son and Holy Spirit.
- Know that God is Three – and yet One – and each is equal and that each person in the Trinity has a distinct character and purpose but is still part of the one God.
- Know that this understanding of God is unique to Christianity and is often referred to as a ‘mystery’.
- Understand that symbols are sometimes used to express deep Christian beliefs about the Trinity.
- Appreciate that Jesus the Son of God the Father are with Christians in the Person of the Holy Spirit and that this makes a difference to how many Christians live.

**History – See Autumn 1 & 2**

**Science  
Electricity**

National Curriculum links:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the 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.

Progression of skills objectives:

- 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.
- 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 a degree of trust in results, in oral and written forms such as displays and other presentations.