

Year 6 Spring 2

**Hook (curiosity):**

Geography Field Trip to River Wey

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

The Tempest

**End product (engagement):**

Pupil Gallery

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

Trade, coral bleaching, pollution, marine, biodegradable

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

- Oceans are useful for trade including importing and exporting goods to different countries.
- The Great Barrier Reef is a protected area located near Australia and is a coral reef.
- Coral reefs provide: shelter for a range of marine animals, create a barrier for storms and ingredients for medication.
- Oceans are suffering because of coral bleaching, climate change and plastic pollution.
- Questionnaires, sketch maps and photographs are data collection methods we can be used to study a marine environment.
- Recycling and using biodegradable materials can help keep marine environments safe.

# Oceans

## THE TEMPEST

WILLIAM SHAKESPEARE



Retold by Helen Street  
Illustrated by Charly Cheung

<p align="center"><b>Computing</b></p> <p align="center">See Summer 1</p>	<p align="center"><b>BSL</b></p> <p align="center">All about me: school, family, favourite things thoughts for the future</p>	<p align="center"><b>PSHE</b></p> <p align="center">(Safety and the Changing Body from Kapow)</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons adults decide to drink or not drink alcohol.</li> <li>• Understand some ways to check that a news story is real.</li> <li>• Understand how they should behave online and the impact negativity can have.</li> <li>• Understand of changes that take place during puberty.</li> <li>• Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</li> <li>• Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.</li> <li>• Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.</li> <li>• Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.</li> </ul>
<p align="center"><b>PE</b></p> <p align="center">(Dance &amp; Football from Get Set 4 PE)</p> <p><u>Progression of skills objectives dance:</u></p> <ul style="list-style-type: none"> <li>• Choreograph a dance and work safely using a prop.</li> <li>• Lead a small group through a short warm-up routine.</li> <li>• Perform dances confidently and fluently with accuracy and good timing.</li> <li>• Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>• Use appropriate language to evaluate and refine my own and others' work.</li> <li>• Use feedback provided to improve the quality of my work.</li> <li>• Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul> <p><u>Progression of skills objectives football:</u></p> <ul style="list-style-type: none"> <li>• Create and use space to help my team.</li> <li>• Dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>• Select the appropriate action for the situation and make this decision quickly.</li> </ul>	<p 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 align="center"><b>Religious Education</b></p> <p align="center">(Christianity from Surrey Syllabus)</p> <p><u>National Curriculum links:</u></p> <p>Surrey Syllabus – What difference does it make to belong to God's kingdom?</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> <li>• Know that most Christians believe that:</li> </ul>

- Use marking, tackling and/or interception to improve my defence.
- Use the rules of the game consistently to play honestly and fairly.
- Work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- Recognise my own and others strengths and areas for development and can suggest ways to improve.

### Design Technology

#### National Curriculum links:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Music

See Summer 1

they have a new, eternal life in Jesus, who calls them to live distinctively

they have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world o the Holy Spirit enables them in this way of living God is at work in the world through his Kingdom (i.e. them!)

Explore, gather, select and organise ideas about God's Kingdom, drawing on biblical texts and lived Christian experience where appropriate

- Comment on connections between questions, beliefs, values, practices and ways of life with regard to living distinctively, explaining their importance for different Christians.
- Express an understanding of God's Kingdom in theological terms.
- Investigate and describe similarities and differences in the diverse ways in which Christians interpret their call to live distinctively.
- Explain how the possibility of a new start might make a difference to themselves and others, recognising that others may think differently.
- Suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning and experience.

### Science

Light

#### National Curriculum links:

- 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 the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

#### 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