

Year 6	Term 1 Oh I do like to be beside the seaside: Cleethorpes Vs The World
Hook Days, exit points, trips	Hook Day - Whole school trip to the beach Exit Point – Travel Agents for the afternoon.
Literacy – Power of Reading Specify assessment pieces you will cover each term	<u>Power of Reading Flotsam</u> Can I use reasoning to support my opinions? Can I use parenthesis in a character description? Can I create a character profile? Can I create a piece of artwork depicting the last photo on the camera? Can I take notes about a documentary to support a letter? Can I make observations and theories about an image? Can I create a surreal sea-creature?
Literacy linked to topic	Write a short back-story focused on one of the six characters of their choice at the seaside. A letter they are going to write to an organisation of their choice persuading them to reduce their plastic waste.
SPAG	Extended noun phrases, Word types, Use of apostrophes, Tenses, Conjunctions.
Maths – Busy Ants	Number and Place Value Addition and subtraction Properties of shapes Multiplication and division Fractions Position and Direction
Maths linked to the curriculum	Top Trumps for their seaside place. Area of physical features of a map > Linked to fractions and the whole. Statistics based on their seaside.
Science	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.
Computing	Using BING for ordnance survey I can discuss the risks of online use of technology I can identify how to minimise risks

	<p>I can select, use and combine software on a range of digital devices</p> <p>I can use a range of technology for a specific project</p>
Geography	<p>I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>>>>> exit point: create an ordnance survey map for their seaside.</p> <p>I can answer questions by using a map</p> <p>I can use maps, 'Aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>>>>> exit point: create a passage/advert/leaflet ***ASSESSED PIECE OF WRITING*** to sell their seaside.</p> <p>I can describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>>>>> exit point: create a passage/advert/leaflet ***ASSESSED PIECE OF WRITING*** to sell their seaside.</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles</p> <p>>>> exit point: Map of the world with the above indicated plus their seaside.</p> <p>I can explain how time zones work and calculate time differences around the world</p> <p>>>> exit point: time zone of their seaside.</p>
Art	<p>Chalk pastel pictures of the seaside at sunset.</p> <p>I can explain why I have used different tools to create art</p> <p>I can explain why I have chosen specific techniques to create my art</p>
PSHE	<p>Through topic: to explore how the media presents information that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>Through discussion of house systems: to recognise and challenge stereotypes.</p>
PE	<p>Rugby Skills</p> <p>Striking and fielding skills</p>
Music	<p>I can sing in harmony confidently and accurately</p> <p>I can perform parts from memory</p> <p>I can take the lead in a performance</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords)</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>I can analyse features within different pieces of music</p>

	<p>I can compare and contrast the impact that different composers from different times have had on people of that time</p>
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