

Key Questions: *How do UK coastlines compare to others around Europe and the wider world?*

Curriculum enhancements: Trip to Cayton Bay to work with Hidden Horizons

- **Class Novels:** The Arrival-Sean Tann (Summer 1) Floodland- Marcus Sedgwick (Summer 2)



Science (Populate from Kent Scheme of Work)

Content: Animals including humans and Living things and their habitats

Skills: Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animal. Give reasons for classifying plants and animals based on specific characteristics .**Assessment**

Notes: (see excel tracker)

Computing

Content: Use the coding features of Scratch to create, develop and refine a series of land and sea themed mini games.

Skills:

Summer 1

- Be familiar with inputs, outputs when using code
- Understand the use of sensors in code
- Create and refine a series of commands (algorithm) and procedures to control or simulate physical systems combining inputs, output and sensing devices
- Understand how to use selections in programming
- Understand what happens when changes are made to a code
- Create a game with multiple characters and different functions
- Create this game for an audience considering difficulty levels
- Transfer a procedure learnt in one game to another
- Refine a game based on user/peer feedback

Summer 2

- Use ICT to compose music and sounds considering specific audience and purpose
- Use sound files form a variety of locations
- Save a convert sounds in appropriate formats
- Use a variety of devices to record musical and non-musical sounds for a purpose
- Use ICT to produce sound/music for a specific purpose, considering the impact on the audience
- Use software to layer sound, adding voice, music and sound effects appropriately
- Be aware of copyright issues when downloading music from the internet and adhere to copyright rules.
- Publish and audio production online, choosing appropriate software to use independently

Assessment Notes:

Art

Content: Create a mountain piece of art using pattern, washes and ink work.

Skills:

Exploring and developing ideas including (sketchbooks) – ongoing

- to select and record from first hand observations, experience and imagination and explore ideas for different purposes.
- to question and make thoughtful observations about starting points and select ideas to use in their work.
- to learn about great artists, architects and designers in history

Evaluating and developing work (sketchbooks) – ongoing

- Compare methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbooks

Drawing – ongoing

- to improve their mastery of art and design techniques in drawing with a range of materials

Painting – ongoing

- to improve their mastery of art and design techniques in painting with a range of materials

Know about great artists, architects and designers in history - (Andy Goldsworthy)

- Discuss and evaluate their own and others' work
- Respond to the work of other artists

Textiles - focus

- Use different grades of threads and needles
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

Collage – focus

Add collage to a painted, printed or drawn background **Assessment Notes:**

DT

Content: Design, create and analyse a clay model of a shell.

Skills:

Design - ongoing

- Recognise their designs have to meet intended audience needs
- Communicate ideas in different ways – discussion/labelled sketches/lists/ICT
- Plan a simple sequence of actions
- Shape, assemble and rearrange a range of materials and components to model ideas.

-Consider purpose, appearance and conservation

Evaluate – ongoing

- Evaluate, disassemble and analyse a range of existing products
- Evaluate their products against design criteria (purpose, appearance, conservation of materials)
- Consider the views of others to improve their work
- To learn about great designers and inventors and how they have changed the world

Technical knowledge

- Use and investigate levers in their own products
- Investigate packaging and find ways to strengthen it

Assessment Notes:

<p>History Content: Exploring how the tourism and industry of the seaside has shaped our country Skills: -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world (poss link to Dracula – Whitby, Titanic) Assessment Notes:</p>	<p>Geography Content: Study the use of land in York and how the river has shaped this. Learn about the geographical features of the sea and coast and the physical and human geography of this area. Skills:</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2019 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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>Assessment Notes:</p>	<p>RE (Populate from syllabus)/PSHE <u>RE- Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2) Apply ideas about values and from scriptures to the title question <p><u>PSHCE- Health and wellbeing</u></p> <ul style="list-style-type: none"> Revisit what positively and negatively affects their physical, mental and emotional health. Being able to make informed choices about balanced lifestyle. Recognise how images in media/online may not reflect reality and can affect how people feel. Deepen understanding of good/not so good feelings and extend vocabulary for expressing these. Deciding how to manage risks responsibly Reflecting and celebrating achievements, understanding strengths and setting goals. Understanding that pressure to behave in unacceptable ways comes from a variety of sources. How their body and emotions will change as they move through puberty. Understanding how to take care of their bodies and that they have the right to protect their bodies from unwanted contact. E-safety as per the Computing curriculum. How to manage requests of images of themselves and what is appropriate to share <p>Assessment Notes:</p>
<p>PE Content: Learning the key skills involved to participate in competitive situations. Skills:</p> <p>Skills: Summer 1 – Tennis Develop an understanding of how to improve in physical activities and sport. Summer 2 – Cricket/Rounders Use a range of tactics and strategies to overcome opponents in direct competition. Assessment Notes:</p>	<p>Music Content: Listening (related to topic). Singing & repertoire Skills:</p> <ul style="list-style-type: none"> To learn by heart a well known piece of musical theatre- ‘Joseph’ To sing confidently & with expression To sing in harmony, maintaining their own part & pitching accurately To work as a team to create a high quality performance To listen to ‘Fingal’s’ Cave and discuss it using the Elements vocab: Pitch, dynamics, tempo, timbre, texture, structure. Y6 to be secure with this vocab for KS3 <p>Assessment Notes</p>	<p>French Content : Summer One – Animals – Recognise the names of Pets, Farm Animals, Wild Animals – Le Petit Elephant Skills :</p> <ul style="list-style-type: none"> <u>Overview of Skills Taught</u> Listening / Understanding / Speaking (Pronunciation) Reading / Writing / Dictionary Use / Vocabulary / Simple Translation / Write phrases from memory Grammar – taught discretely <u>Examples of on-going teaching & learning activities</u> Songs/ Games / Repetition /Respond to questions / Listening for instructions / Words and Gestures / Phrase & Sentence building / Native Speakers Whole class / Group / Pairs / Individual / Surveys to encourage speaking / Speak with increasing confidence

		<p><u>Content : Summer Two</u> - Le Café, French Food, Shopping, The Market, The Hungry Caterpillar, Le Picnic, Le Pizza Holidays – The Beach, French Holiday- Map- Travel</p> <p><u>On-going</u> - Numbers / Colours / Cognates</p> <p><u>Grammar</u> - Je voudrais / tu / vous le/la/les/un une J’aime Je n’aime pas, ‘er’ verbs, être, avoir - conjugate</p> <p>Assessment Notes</p> <p>Assessment Notes</p>
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