

Cultural Capital Opportunities: Beach Day

Maths

I can describe patterns
I can write expressions
I can use formulae
I can solve equations (Algebra)
I can find the area and perimeter of rectangles, triangles and parallelograms.
I can find the volume of cuboids.
I can describe movement and position.
I can read and create various graphical representations of data
I can solve problems using understanding and knowledge of geometry.

P.E.

I can use underarm and overarm throwing and catching technique with control and accuracy in cricket.
I can use the correct bowling technique.
I can use a bat to defend the wicket.
I can confidently strike a ball with increased control.
I can suggest improvements in skills and games, including technique and tactics.

Science

I can explore the function and the structure of the heart and circulatory system.
I can explain the effect of exercise on heart rate.
I can understand the function of the blood.
I can plan and predict the effect exercise has on the body, in particular, the heart rate.
I can investigate how blood travels and what it carries around the body.
I can investigate the effect exercise has on the body, in particular, the heart rate.
I can record the effect exercise has on the body, in particular, the heart rate.
I can evaluate the effect exercise has on the circulatory system, especially the heart

Topic Driver

Geography

Key Question

What does it mean to explore?

Opportunities to apply British Values

Writing

Write and edit a narrative based on Shackleton's journey
Revise, edit and suggest improvements to their own work and that of others.
Change the perspective of the narrator when writing a narrative.
Use flashback technique in their narrative.
Write and edit a magazine report to change the audience perspective.
Use commas for clarity
Use hyphen to clarify meaning in their writing.

Reading

I can read aloud and understand the meaning of new words that are on the Year 6 spelling lists
I can fully explain my views giving evidence from the text
I can retrieve and record information from non-fiction texts
I can show my understanding of poems and texts in presentations and debates, maintaining a focus on the topic and using notes if needed
I can understand what is being read by summarising the main ideas drawn from more than one paragraph, identifying the key

Geography

I can name and locate some of the cities and counties of the UK.
I can know more about the geographical regions of the UK and their identifying key physical, human and topographical features.
I can locate local rivers and coastlines whilst understanding the geographical differences e.g peninsula, river, coastline.
I can locate the different oceans of the world on a blank map.
I can use precise geographical words when describing geographical features and processes e.g erosion, deposition, cliff, bay.
I can give a few reasons for the impact of geographical influences or effects on people e.g flooding
I can interpret a range of geographical sources e.g maps, and aerial photographs, to find information about the UK.
I can confidently use Geographical Information Systems (GIS).
I can use a 1:10.000 and 1:50.000 OS map and understand scale whilst also being able to follow a route of a river on 1:50.000 OS map.
I can use and understand different types of maps e.g projections, relief, thematic maps and realise the purpose of a map, scale, symbols and style are related.
I can draw a detailed sketch map using symbols and a key.
I can know and give directions locally using 8 compass points.
I can use OS symbols and 6 figure grid references on maps to describe what a place is like before it is visited

Coasts

Spanish

I can create and describe a hotel breakfast menu.
I can take part in a café role play and write a conversation.
I can read and understand a humorous sketch.
I can adapt a model and write my own café sketch.
I can take part in a performance of a café sketch.
I can remember fruit and vegetable nouns.
I can understand nouns to do with nature or the classroom and take part in a scavenger hunt.
I can apply my language detective skills to learn another language.

Computing

I can calculate data using a formula for each operation
I can use functions to create new data
I can use existing cells within a formula
I can choose suitable ways to present spreadsheet data

D.T

I can consider materials and their functional properties, especially those that are sustainable and recyclable
I can explain material choices and why they were chosen as part of a product concept
I can program an N, E, S, W cardinal compass
I can measure out and use the correct quantities when following a recipe
I can adapt a recipe based on research
I can work safely and hygienically with independence

Art

I can shape, form and join with confidence.
I can use a range of materials other than clay to create 3D sculptures
I can include both visual and tactile elements in my work
I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
I can consider creative practitioners' reasons for working
I can consider similarities/differences between the kinds of work creative practitioners' create
I can describe how I might develop my work further
I can consider how a piece of artwork has been created

PSHE

I can take responsibility for my health and make choices that benefit my health and well-being.
I can know about different types of drugs and their uses and effects on the body particularly the liver and heart.
I can understand that some people can be exploited and made to do things that are against the law.
I can know why some people join gangs and the risks this involves.
I can 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.

The Way, The Truth and The Life

I can understand that we are all called to be disciples.
I can understand what the Sacrament of Confirmation does for us.
I can know about the Sacrament of Marriage.
I can know about the Sacrament of Holy Orders.
I can understand that there are many ways to serve.
I can understand how some people responded to God's call.
I can understand what it means to be a disciple now.

History

I can demonstrate coherent chronologically secure knowledge and understanding of British history, establishing clear narratives with and across the periods they have studied in KS2.
I can make use of a range of historical sources to help reach and support a conclusion.
I can judge the value of sources and identify those that are useful for answering a question.
I can thoughtfully select and organise relevant historical information.
I can answer a whole class enquiry question, drawing on a range of historical sources and different interpretations of information.
I can show maturity when sifting through arguments, coming to their own judgements and conclusion.
I can understand the significance of the achievements of Ernest Shackleton.

Music

I can start to use a range of structures within compositions (introduction, multiple verse and chorus sections, AB form or ABA form)
I can understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards
I can create a melody using crotchets, quavers and minims, semibreves and semiquavers, plus all equivalent rests
I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers, semibreves and their rests
I can copy back simple melodic patterns (up to seven notes including # and b)
I can talk about feelings created by the music
I can justify a personal opinion with reference to Musical Elements
I can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements
I can identify a range of instruments by ear
I can explain a bridge passage and its position in a song
I can recognise a range of styles and any key musical features that distinguish the style