

Sunrise Curriculum Spring Sequence - Year 6

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Joy - The story of Abraham and Sarah's baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)

'What does our planet need from us?'



GEOGRAPHY

Y5 - 8 points of the compass
Y2 - know that the poles are the coldest parts of the Earth in relation to the Equator

INTENT (Children will learn)

- 1.To name the countries within the Arctic circle
- 2.To identify the tropics and lines of latitude and longitude
- 3.To identify reasons for climate change

DT

Y5 - completed a unit of work using CAD in
Children are also working on CAD in Y6 computing this term.

INTENT

Children will design a phone case and create a pattern using CAD. Children will sew their phone case.

ART

Children began working in their sketchbooks in Autumn and have been exploring their methods of presentation.

INTENT

Children will use sculpture techniques to create a polar bear model. Children will learn to use Modroc as a sculpting material.

FRENCH

Children learned to count to 100 during the Autumn term

INTENT

Children will learn about famous French landmarks in Paris. They will learn to describe distances.

SCIENCE

Prior knowledge
Y4 – children identified animal characteristics

INTENT

To name the major organs in the human body and describe their functions. Children will explain the effect of substances on the body.

Sequence of lessons:

1 - Locate the coldest places on Earth and explain why parts of Earth are warmer/colder. Learn why we have seasons and the impact of these.

2 - Learn and identify the equator, lines of latitude and longitude and the tropics. Explain why we have time zones, referring to the Prime Meridian

3 - Describe and understand the meaning of biomes, climate zones and vegetation belts

4 - Identify the physical geographical features of the Arctic region (rivers, mountains, lakes, glaciers and features of ice)

5 - Name the countries within the Arctic Circle (and describe their location using compass points) Includes locating Russia

6 - Describe the human geography of the Arctic. Discover what life is like for people in the Arctic, compared to life in the UK. Explain how **climate change** is impacting human life in the Arctic.

7 - Explain the impact of climate change on wildlife within the arctic region. (Maths link to ratio with drawing polar bears to scale)

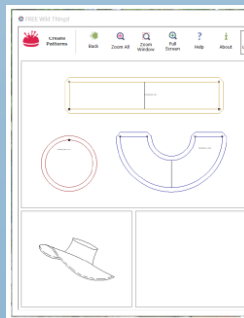
8 - I can suggest some actions that I could take which would have a positive impact on the Arctic

Sequence of lessons:

The stages of this DT sequence are summarized below. A more detailed plan of objectives can be provided on request.

1. Investigate and research, including disassembly
2. Create a pattern using CAD software and learn how to scale it
3. Investigate sewing techniques
4. Design an interview/questionnaire for the target audience
5. Create an annotated sketch plan and make a CAD pattern
6. Make the product using the CAD pattern and Sewing Techniques
7. Evaluate by comparing final product to the original design. Gather opinions from the target audience.

An example of a CAD pattern



Sequence of lessons:

1 - To draw polar bear forms from observation

2 – Use sketchbooks to investigate the work of animal sculptors and revisit my previous ideas

3 – Explore creating shapes and forms using playdoh

4 – Create shapes for my sculpture using moulded materials. Attach shapes using secure techniques

5 – Use Modroc to create a sculpted form

6 – Rehearse painting techniques (in sketchbooks)

7 – Master painting techniques to paint sculptures



Sequence of lessons:

1 - I can write a sentence using the correct form of de.

2 - I can use a chart to ask and answer questions.

3 - I can use the correct words for up to 8 compass points.

4 - I can write in French about the landmarks of Paris.

5 - I can use the correct form of etre - present or past imperfect tense.

6 - I can use the correct form of adjectives.

Outcome/composite

Children will produce a presentation on a variety of French people and cities using the key vocabulary taught throughout this unit.

INTENT

Children will learn how to tell the time, how to use 24-hour times and the way in which the French represent a.m. and p.m. times.

Sequence of lessons:

1 – I can say and write a sentence to tell the time.

2 – I can tell the time using French phrases to describe AM and PM times.

3 – I can say and write a sentence to tell the time to 5-minute intervals.

4 – I can say and write a sentence to tell the time using a 24-hour clock.

5 – I can read and interpret information charts written in French.

6 – I can read and interpret a school's weekly timetable.

Outcome/composite

Children will create their own book about their daily routine.

Sequence of lessons:

1- I can identify and name the parts of the human circulatory system.

2- I can describe the functions of the main parts of the circulatory system

3- I can explain how water and nutrients are transported within the body.

4-I can describe how diet and exercise impact on human bodies.

5-I can plan an investigation and I can record, report and present results appropriately

6-I can explain the impact of drugs and alcohol on the body.

7- I can describe how scientific evidence highlighted the dangers of smoking.

Outcome/composite

Create a poster to identify some strategies for saying 'no' to harmful substances. (Link to PSHE)

INTENT

Children will learn how to classify animals according to their characteristics (Linnean System)

1 – I can give reasons for classifying animals based on their similarities and differences

2 – I can describe how all living things are sorted into groups (Linnaean System)

3 – I can identify the characteristics of animals and classify them accordingly.

4 – I can describe and investigate helpful and harmful micro-organisms

5 – I can identify the characteristics of micro-organisms

6 – I can classify micro-organisms found in my local habitat

Outcome/composite

Children will present their findings of local area microorganisms in the style of a scientific TV report. Use iPads to record and edit.



The Explorer
Katherine Rundell



Song of the Dolphin Boy -
Elizabeth Laird

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Spring Sequence - Year 6

‘What does our planet need from us?’



<div>MUSIC</div> <div>Y6 – children began to consider composition as part of a group performance.</div>	<div>COMPUTING</div> <div>Y2 - children learned how to organize data in a spreadsheet Y6 - children worked with CAD in Autumn</div>	<div>RE</div> <div>Children have studied the Creation Story throughout their primary years. They have discussed evolution in Y6 as part of science.</div>	<div>PSHE</div> <div>Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.</div>	<div>PE</div> <div>Children have previously learned about rivers in geography. They will link this learning along with previous progress in balance and movement.</div>
<div>INTENT Children will:</div> <div><div>1. Listen and appraise a range of songs</div><div>2. Collaborate to compose a song</div><div>3. Perform as part of a group</div></div>	<div>INTENT Children will:</div> <div><div>1. use formulas to produce calculated data</div><div>2. use a spreadsheet to plan an event</div><div>3. create graphs and charts to evaluate results.</div></div>	<div>INTENT Children will:</div> <div><div>Show an understanding of why many Christians find science and faith go together.</div></div>	<div>INTENT Children will suggest strategies to avoid someone being pressurised.</div> <div></div>	<div>INTENT</div> <div>Children will learn how to use gymnastics shapes and balances to communicate their learning about rivers and mountains.</div>
<div><div>Sequence of lessons: Charanga ‘Plastic’ unit</div><div></div><div><div><div>1 - Listen and appraise environmental songs and learn rap</div><div>2 - Identify our audience and write rhyming couplets in groups</div><div>3 - To work collaboratively to write a chorus</div><div>4 - To edit chorus and write a bridge</div><div>5 - To perform a song using voices and technology to add sound effects</div><div>6 - To evaluate our performance</div></div></div></div>	<div><div>Sequence of lessons:<div><div>1 - To identify questions which can be answered using data</div><div>2 - To explain that objects can be described using data</div><div>3 - To explain that formula can be used to produce calculated data</div><div>4 - To apply formulas to data, including duplicating</div><div>5 - To create a spreadsheet to plan an event</div><div>6 - To choose suitable ways to present data</div></div></div><div><div>Outcome/composite Children will plan a fundraising event and show profits using spreadsheet</div></div><div><div>INTENT<div><div>1. Use a computer to produce 3D models</div><div>2. Use Tinkercad to manipulate models</div></div></div></div><div><div>Sequence of lessons:<div><div>1 - To use a computer to create and manipulate 3D digital objects</div><div>2 - To compare working digitally with 2D and 3D graphics</div><div>3 - To construct a digital 3d model of an object</div><div>4 - To identify that physical objects can be broken down into a collection of 3D shapes</div><div>5 - To design a digital model by combining 3D objects</div><div>6 - To develop and improve a 3D model</div></div></div><div><div>Outcome/composite Children will create a 3D model of a photo frame and evaluate it.</div></div></div></div>	<div><div>Sequence of lessons:<div><div>1 - To understand what type of text Genesis is</div><div>2 - Suggest what Genesis means and consider how others interpret it</div><div>3 - Explore cosmology and evolution</div><div>4 - Make connections between Genesis and God as a creator.</div><div>5 - Identify points from Genesis which are inspiring and helpful to Christians.</div><div>6 - Weigh up how far the Genesis creation narrative is in conflict or complementary of scientific accounts and give opinions.</div></div></div><div><div>Outcome/composite Children will summarise their findings on a double page spread presentation.</div></div><div><div>INTENT Children will understand how salvation and incarnation fit into The Bible’s ‘big picture’.</div></div><div><div>Sequence of lessons:<div><div>1 - Understand why Christians believe Jesus was resurrected</div><div>2 - Understand that the Gospels share ‘good news’ for Christians</div><div>3 - Visit the churchyard to seek examples of hope, comfort and peace on headstones</div><div>4 - Children consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain</div></div></div><div><div>Outcome/composite Children will give a one minute presentation to explain what difference believing in life after death means to Christians</div></div></div></div>	<div><div>Dreams and Goals In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and confidence.</div><div><div>Healthy Me In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people’s bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</div></div><div><div>Outcome/composite Children will add to a class display of our Jigsaw learning.</div></div></div>	<div><div>Sequence of lessons:<div><div>1 - To link shapes and movement using rhythmic gymnastics to represent the course of a river.</div><div>2 - To create one, two, three and four-point balances to represent mountains.</div><div>3 - To combine a range of body shapes and balances with a partner to represent different features of a mountain.</div><div>4 - To combine shapes and balances to make a group formation that represents different mountain ranges.</div><div>5 - To link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains.</div><div>6 - To link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains.</div></div></div><div><div>Outcome/composite Children will combine their skills to plan and perform group sequences which incorporate all the skills from across the unit to music.</div></div><div><div>INTENT Children will learn about the skills players need in games such as cricket, rounders, French Cricket and Danish Longball, e.g. catching, throwing, batting and fielding.</div></div><div><div>Sequence of lessons:<div><div>1 - I can react quickly and catch balls thrown at different heights and angles.</div><div>2 - I can attack the ball using effective fielding techniques.</div><div>3 - I can throw the ball accurately over a large distance.</div><div>4 - I can strike a bowled ball over a large distance into space.</div><div>5 – I can bowl a ball overarm at a target.</div><div>6 - I can apply striking and fielding skills to complete a circuit of activities.</div></div></div><div><div>Outcome/composite Pupils will create rules for their own batting and fielding games and share these with their classmates.</div></div></div></div>

Curriculum Kernewek
When comparing Truro to an Arctic city, we will pause to appreciate our local area’s highlights and benefits. We will consider how our home town is similar to life in another part of the wider world. We will learn about careers and jobs that are similar and different.