

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

Sequence of lessons:

■1 - Locate the coldest places on Earth and explain why parts of Earth are warmer/colder. Learn equator, latitude and longitude and tropics.

2 - Learn why we have seasons and the impact of these. Name the countries within the Arctic Circle (and describe their location using compass points) Includes locating Russia

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

■4 - 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.

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

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

Outcome/composite

Children will create videos which highlight ways we can all protect and save the arctic. Shared on our website and Facebook page to create a 'real' audience

DT

From Y6 science, children understand the essential characteristics of a series circuit and have experienced creating a battery-powered products

INTENT

To design, make and evaluate a security alarm for the Forest School gate.

Sequence of lessons:

■1 - Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.

2 - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams

■3 -Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.

■4 - Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment

5 - Test the system to demonstrate its effectiveness for the intended user and purpose.

Outcome/composite

Children will test the Forest School alarm system during a Forest School session.

ART

Y6 - children worked with textiles in Autumn 2 when creating doorstops

INTENT

Children will learn to use a range of techniques to create prints on a variety of materials

Sequence of lessons:

1 - Children explore some basic printing techniques - use string and ink rollers

2 - Children explore some basic printing techniques - relief prints using inks

3 - Explore artists who use relief in their work.

4 - Create oil pastel monoprints

5 - Explore sgraffito techniques to create a range of natural images

6 - Create an sgraffito image of 'Earth' which reflects issues of climate change.



Outcome/composite

Children will host a virtual gallery event to highlight the issue of climate change, using their prints.

FRENCH

Children learned to count to 100 during the Autumn term. Children began to conjugate regular 'er' verbs in Autumn term

INTENT

Children will learn about the shopping experience in France and how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will also learn key phrases for asking the questions needed when going shopping.

Sequence of lessons:

1. I can take part in role play, speaking in French
2. I can use the correct form of positional language
3. I can use the correct form of adjectives to describe nouns
4. I can ask and answer questions in French.
5. I can read and interpret lists written in French.

Outcome/composite

Children will roleplay a shop and make purchases

INTENT

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

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 booklet on a variety of French people and cities using the key vocabulary taught throughout this unit.

SCIENCE

Children learned about the digestive system in Y4 and have discussed what happens when we exercise in PE.

INTENT

Children will 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 -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)

Spring Term 2 Science: Sex and Relationships Education

This will link to our Jigsaw PSHE Scheme and parents will be full informed before the sessions begin.

Further details to follow.



The Explorer - Katherine Rundell



Song of the Dolphin Boy - Elizabeth Laird



Shackleton's Journey - William Grill

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Spring Sequence - Year 6

‘What does our planet need from us?’



MUSIC Children performed as part of a group during their Christmas performances. Children have asked to compose their own songs.	COMPUTING Y2 - children learned how to organize data in a spreadsheet Y6 - children worked with CAD in Autumn	RE Children have learned about the story of creation through their years at school. In Science we have discussed evolution during the Autumn term.	PSHE Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.	PE Children have played invasion games in the Autumn term and have developed tactical techniques for team games
INTENT Children will: 1. Listen and appraise a range of songs 2. Collaborate to compose a song 3. Perform as part of a group	INTENT Children will: 1. use formulas to produce calculated data 2. use a spreadsheet to plan an event 3. create graphs and charts to evaluate results.	INTENT Children will: Show an understanding of why many Christians find science and faith go together.	INTENT Children will suggest strategies to avoid someone being pressurised.	INTENT Children will to perform a variety of shots and know when to use them in a game scenario.
Sequence of lessons: Charanga ‘Plastic’ unit  <ul style="list-style-type: none">1 - Listen and appraise environmental songs and learn rap2 - Identify our audience and write rhyming couplets in groups3 - To work collaboratively to write a chorus4 - To edit chorus and write a bridge5 - To perform a song using voices and technology to add sound effects6 - To evaluate our performance	Sequence of lessons: <ul style="list-style-type: none">1 - To identify questions which can be answered using data2 - To explain that objects can be described using data3 - To explain that formula can be used to produce calculated data4 - To apply formulas to data, including duplicating5 - To create a spreadsheet to plan an event6 - To choose suitable ways to present data Outcome/composite Children will plan a fundraising event and show profits using spreadsheet	Sequence of lessons: <ul style="list-style-type: none">1 - To understand what type of text Genesis is2 - Suggest what Genesis means and consider how others interpret it3 - Explore cosmology and evolution4 - Make connections between Genesis and God as a creator.5 - Identify points from Genesis which are inspiring and helpful to Christians.6 - Weigh up how far the Genesis creation narrative is in conflict or complementary of scientific accounts and give opinions. Outcome/composite Children will summarise their findings on a double page spread presentation.	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. 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.	Sequence of lessons: <ul style="list-style-type: none">1. To understand and practise some of the fundamental skills of tennis.2. To hit a ball with accuracy using the forehand technique.3. To be able to play a backhand stroke with control and accuracy.4. To be able to perform an overhead tennis serve5. To develop a volley for use in a tennis mini-game.6. To apply learnt skills in a variety of tennis mini-games. Outcome/composite Children will demonstrate their skills in a mini tournament
Outcome/composite Children will record a music video to be shared with other classes and with parents via Seesaw.	Outcome/composite Children will create a 3D model of a photo frame and evaluate it.	Outcome/composite Children will give a one minute presentation to explain what difference believing in life after death means to Christians	Outcome/composite Of sequence of work	Outcome/composite Children will demonstrate their skills during a class cricket match.