

## 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. - Cricket

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 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  
I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  
I can describe the ways in which nutrients and water are transported within animals, including humans.  
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  
I can identify scientific evidence that has been used to support or refute ideas or arguments

### 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

I can name and locate some of the cities  
I can know more about the geographical topographical features.  
I can locate local rivers and coastlines with coastline.  
I can locate the different oceans of the world  
I can use precise geographical words when describing a cliff, bay.  
I can give a few reasons for the impact of climate change on the UK.  
I can confidently use Geographical Information Systems  
I can use a 1:10,000 and 1:50,000 OS map to locate a river on 1:50,000 OS map.  
I can use and understand different types of maps, a map, scale, symbols and style are related to the map.  
I can draw a detailed sketch map using a scale.

### 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.

### 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 conclusions.  
I can understand the significance of the achievements of Ernest Shackleton.

## Coasts

### 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

### 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.

I can consider the impact of climate change on sustainable and resilient communities  
I can explain the impact of climate change  
I can program a simple algorithm  
I can measure the impact of climate change  
I can adapt a simple algorithm  
I can work safely

I can shape, form and finish a piece of wood  
I can use a range of tools and equipment  
I can include health and safety in my work  
I can generate and evaluate ideas for products  
I can consider the impact of climate change on sustainable and resilient communities  
I can consider the impact of climate change on sustainable and resilient communities  
I can describe the impact of climate change on sustainable and resilient communities  
I can consider the impact of climate change on sustainable and resilient communities

I can start to play a simple piece of music  
I can understand the structure of a piece of music  
I can create a simple piece of music  
I can copy a simple piece of music  
I can copy a simple piece of music  
I can talk about the structure of a piece of music  
I can justify a simple piece of music  
I can identify the structure of a piece of music  
I can identify the structure of a piece of music  
I can explain the structure of a piece of music  
I can recognise the structure of a piece of music