

Opportunities to support English:

(Texts: Frankenstein / Strange Star / Beowulf / Wonder Garden)

- Narrative – story continuation, setting descriptions
- Non-chronological reports
- Themes within Frankenstein linked to Mary Shelly’s life

History:

How did the conflict between the Anglo-Saxons and the Vikings change Britain into the county we know today?

Explore the impact of the Viking invasion.
Beowulf story

DT:

How can I make a moving weapon?

Use Anglo Saxon and Viking research to create a working trebuchet.

Science:

Sound: How do we hear?

Describe how sounds travel and how pitch and volume can change.

Music:

Which famous songs can I play on the keyboard?

Perform a song playing melody in the right hand and chords in the left.

Why do films, video games and TV programmes use music?

Record a soundtrack to a film scene.

Super Starter
Sensory trail

M-m-monsters!

What’s that coming over the hill?

Fantastic Finish

Re-enacted battle.

PE:

Yoga

How can you fully immerse yourself in mindfulness?

Tennis

What do you need to have to develop good hand, eye coordination?

Computing:

How can I control a Kodu in a virtual environment?

Use Kodu to control a sprite in a virtual environment.

PSHE:

How can I protect my mental health?

Learn about your emotions and the impact of loneliness on mental health.

RE:

What do you and other people believe about the cycle of life?

Learn about the concept of Samsara.

Spanish:

Can you tell the time – quarter to and past?

Say and write the time in Spanish.

What will I wear today?

Use Spanish to describe what you are wearing.

Opportunities to support Maths:

Visits / Visitors

- Butser / Kingley Vale

Extra Resources

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Personal Development Opportunities

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Homework Task Sheet

Year Group:	Term:	Due Dates for Project Homework:
Year 6	Spring	2 nd February and 22 nd March

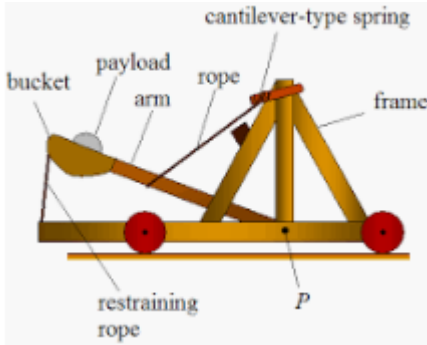

Project Homework:

- Make your own Viking longboat using natural and/or recycle materials.
- Design and make your own Anglo-Saxon or Viking menu – take lots of photos!
- Design and make your own ‘sound machine’ that demonstrates different ways of changing pitch (at least two different ways).
- Draw and describe your own mythical beast that Beowulf could have defeated.
- Over 4 weeks, go for a run at least once a week. Can you increase the distance you can run without stopping (eg; number of laps of a park)? Present your findings in a suitable graph.
- Research Viking weapons and present your findings in a PowerPoint.
- Research and draw the 7 kingdoms during the Anglo-Saxon period. How did it change over time?
- Plan your own warm-up/cool down routine that can be shared with the rest of the class during a PE session.

Weekly Homework:

MyMaths
TTRockstars
Reading – at least 5 times a week
Guided Reading homework periodically
Year 5/6 spelling list
SATs busters

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<p>COMPUTING</p> <p>Kodu</p> <p><i>KEY QUESTION: How can I control a Kodu in a virtual environment?</i></p> <p><i>KEY VOCABULARY: Kodu, When and Do, Investigate and Evaluate, Logical reasoning</i></p>	<p>To use Kodu to control a Sprite and create a virtual environment.</p> <p><i>INITIAL ASSESSMENT: Pupils open and Explore Kodu. Pupils explore pre-created world and make suggestions as to how the programming moves the Kodu.</i></p> <p><i>FINAL ASSESSMENT: Games created and evaluated by peers. Two positives and one improvement given for each pupil.</i></p>	<p>Open Kodu and navigate, Add objects to a World and program then using When and Do.</p> <p>Design a virtual environment</p> <p>Program a character to move around a track</p> <p>Create a path for a Kodu to follow</p>	<p>See Twinkl Lesson plans. Saved on Smart Boards in Year 6 planning.</p> <p>https://www.twinkl.co.uk/resource/tp2-i-139-new-planit-computing-year-6-kodu-programming-unit-pack</p> <p>Introduce pupils to Kodu programming environment and begin to evaluate its features Write simple instructions using Kodu’s When and Do format Design a virtual landscape Children program character to move around their virtual landscape. Children add virtual opponents to their game.</p> <p>TEAMWORK</p>
<p>DT</p> <p>Construction (Weapons)</p> <p><i>KEY QUESTION: How can I make a moving weapon?</i></p> <p><i>KEY VOCABULARY: Design brief, audience, purpose, components, joining, assemble, combine</i></p>	<p>To plan a product considering purpose and audience.</p> <p>To choose from a range of joining techniques.</p> <p>To evaluate my finished product.</p> <p><i>INITIAL ASSESSMENT: Children discuss time appropriate weapons based on resources available in Anglo Saxon time.</i></p> <p><i>FINAL ASSESSMENT: Children create a working/ moving weapon using joining techniques.</i></p>	<p>Design Confidently explain their choices when designing a product including reasons related to the design brief – how will they create a functioning weapon suitable for an anglo saxon warrior? Independently generate ideas for a product, considering its purpose and audience and the viability of the end product. Communicate their ideas through discussion, cross-sectional sketches and exploded diagrams.</p> <p>Make</p>	<p>Children to create a working trebuchet using Anglo Saxon and Vikings research.</p> <p>Design – Use learning and understanding of the Anglo Saxons and Vikings to design a weapon appropriate for the time period and purpose. Start to generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views showing specific features – using exploded diagrams. Develop a clear idea of what have to be done, planning how to use materials, equipment and processes. When planning, explain their choices of material and components including function and aesthetics. Use the project on a page planning to facilitate specific language/ vocabulary and processing. Make - Select from and use a wider range of tools and equipment to make their product safely. Understand how to reinforce and strengthen a 3D framework. Measure, mark out, cut, score and</p>

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	 	<p>Confidently choose from a range of tools and techniques and use them safely – tenon saws, joining techniques, sturdy construction.</p> <p>Confidently choose from a range of materials and components, wooden base, moving lever parts, tension with elastic bands etc.</p> <p>Evaluate Critically evaluate their finished product, focusing on the key questions: Does my product fit the design brief? Is my product fit for purpose and audience? What would I change if I were to make it again?</p>	<p>assemble components with more accuracy, using appropriate tools, equipment and techniques. Start to join and combine materials and components in temporary and permanent ways. Begin to use finishing techniques to strengthen and improve the appearance of their product.</p> <p>Evaluate - Evaluate their products carrying out appropriate tests. Begin to evaluate their work both during and at the end of a project using key questions. Does my product fit the design brief? What worked well? Why? What would you change? Why? Which joining techniques were most useful? What new skills have you learnt? How could these skills be used for other activities/ tasks?</p>
<p>HISTORY</p> <p>Anglo-Saxons and Vikings (Impact on Britain)</p> <p><i>KEY QUESTION: Vicious Vikings Vs Awesome AngloSaxons- why did their conflict change Britain and how did they help</i></p>	<p>To explore what Britain was like post Roman occupation before the first Viking Invasions.</p> <p>To find out the facts about the Viking invasions and the Anglo Saxon response and consider the motivations of the two peoples. How did the Viking settlement of Britain affect the existing population. What changes did they bring with them but how were their lives similar?</p>	<p><u>Chronological understanding</u> Place current study on time line in relation to other studies.eg Celts/Romans; use relevant dates and terms eg. Dark ages , Danelaw, Seven Kingdoms; sequence up to 10 events on a time line eg. Viking Settlement of Britain</p> <p><u>Range and Depth of Historical Knowledge</u></p>	<p>Explore power struggle over hundreds of years in post-Roman Britain between Britons and Angles and Saxons, and then Vikings and Anglo Saxons – what do children already know.</p> <p>Why ‘the Dark Ages’? What was life like in Anglo Saxon Britain before the Viking invasions? How was it governed? What were the Seven Kingdoms? Share ideas. Compile fact files.</p> <p>Think about Viking invasions from point of view of Anglo Saxons or invaders (newspaper article?). EMPATHY</p> <p>Viking Invasion song! WONDER</p>

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<p><i>change Britain into the country we know today?</i></p> <p>KEY VOCABULARY: <i>Angles</i> <i>Saxons</i> <i>Anglo Saxon</i> <i>Dark Ages</i> <i>Viking</i> <i>Invasion</i> <i>Runes</i> <i>Lindisfarne</i> <i>Sutton Hoo</i> <i>Alfred the Great</i> <i>Edgar</i> <i>Cnut</i> <i>Danelaw</i> <i>Raid</i> <i>Trade</i> <i>Unification</i> <i>Norman conquest</i> <i>Seven Kingdoms</i></p>	<p>To explore why and how England finally become a unified Explore power struggle over hundreds of years in post-Roman Britain between Britons and Angles and Saxons, and then Vikings and Anglo Saxons to see how our divided country finally became one under a Danish king</p> <p>To find out about the personalities and the politics that led to the ending of the Anglo Saxon /Viking era by the Norman conquest.</p> <p>INITIAL ASSESSMENT: <i>What do they already know? Answers on a post it and stuck somewhere safe- discuss how little this probably is compared to what they already knew about the Romans or Ancient Egypt for example! Consider the reasons for this lack of knowledge.</i></p> <p>FINAL ASSESSMENT: <i>What happened to Anglo Saxon England after the Vikings invaded?</i></p>	<p>Find out about beliefs, behaviours and characteristics of people eg Vikings from artefacts found in York, Anglo Saxon life from historical accounts; write another explanation of a past event in terms of cause and effect using evidence to support and illustrate eg. persuasive letter to the Witan from points of view of 3 different claimants to the English throne; know key dates, characters and events (not so easy because of relative lack of knowledge of the period compared to ,say, the Romans.)</p> <p><u>Interpretations of History</u> Link sources and work out how conclusions were arrived at eg. study artefacts, Beowulf; be aware that different evidence will lead to different conclusions (difficult here when there is a paucity of written sources); confidently use library and internet for research eg. Was King Alfred Great study; How/why did Britain finally unify under a Danish king; PBL</p> <p><u>Historical Enquiry</u></p>	<p>Timeline to show Viking settlement of Britain and establishment of the Danelaw. Create cartoon strip horrible histories style to show how Vikings gained control of N.E of England and differences either side of the divide. ORIGINALITY</p> <p>Find out about King Alfred. Why was he ‘Great’? Pool research into a class book with front cover, contents page, index illustrations etc, to put in the School library. AMBITION TEAMWORK</p> <p>Explore what life was like for Vikings in Britain through examining archaeological finds (York), translating the runic alphabet, locating Viking place names and including a study of Beowulf. EMPATHY</p> <p>Investigate how Britain finally became a unified country, despite successfully existing as two separate kingdoms, under a Danish king. Find out about the personalities and the politics that led to the ending of the Anglo Saxon /Viking era by the Norman conquest.</p> <p>Find out about events between Edgar/Cnut- and create short dramatic sketches in groups. TEAMWORK WONDER</p> <p>Children to make informed individual decisions about main reason for Viking take over for class debate. EMPATHY</p> <p>1066 (What do they already know) What led up to the Norman invasion and investigate the main battles leading up to the Battle of Hastings. Ask children to choose one of the three men who had a claim to the English throne and write a persuasive letter to the Witan explaining why their claim to the throne of England is the strongest. EMPATHY</p>

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		<p>Recognise primary and secondary sources eg. artefacts, Beowulf, historical recounts; use a range of sources to find out about an aspect of time past eg. runic alphabet, place names, books, internet, artefacts.</p> <p><u>Organisation and Communication</u> Select and organise information to produce structured work making appropriate use of data and terms eg. Horrible histories cartoon strip, class book on King Alfred, class debate , persuasive letter to the Witan, PBL on changes in Britain from Roman times to Norman conquest.</p>	<p>Children to consider changes in Britain from Roman times to the Battle of Hastings and present their thoughts as they wish eg poster, booklet, storyboard invasion, Horrible Histories playscript. PROJECT BASED LEARNING</p> <p>Quiz! GREATNESS How did the Norman conquest compare to what might have happened to Great Britain if we had been successfully invaded by Nazi Germany during WW2? (combine learning from WWII in Year 5 to make judgements) INDEPENDENCE</p> <p>Anglo Saxon vs Viking Day! OUTDOOR LEARNING</p>
<p>MUSIC (1) Unit: Keyboards</p> <p><i>KEY QUESTION: Which famous songs can I play on the keyboard?</i></p> <p><i>KEY VOCABULARY: Stave, keyboard, quaver, crotchet,</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live</p>	<p>Describe the music of Vivaldi and give some information about him.</p> <p>Read a wider selection of notes using standard notation.</p> <p>Recognise a wider selection of notes on a keyboard.</p> <p>Recognise the duration of notes from standard notation,</p>	<p>At the beginning of each lesson, ch should continue to embed their knowledge about influential composers and the main periods of music history. Composer study – Vivaldi, specifically looking at <i>The Four Seasons</i>. Use the Baroque Ppt in StaffShare/Planning/Y6. https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-antonio-vivaldi-winter-from-the-four-seasons/zfvqscw</p> <p>The keyboard unit of work should follow on from Y4 and Y5. In Y4 children will have used the right hand only for C, D, E, F and G. In Y5, pupils followed the <i>Get Set Piano!</i> Book using both hands to play F, G, A, B and C in the bass clef.</p>

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<p><i>minim, semibreve, repeat signs.</i></p>	<p>and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p> <p><i>INITIAL ASSESSMENT:</i> <i>Perform New World Symphony by Dvorak the final assessment from Year 5. What can children remember about the keyboard and reading notation?</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Perform one of the pieces learnt with both hands – melody in the right and chords in the left.</i></p>	<p>particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p> <p>Play with two hands at the same time.</p> <p>Play root notes and simple chords in the left hand alongside a melody in the right hand.</p> <p>Leave how to pivot the hand to play a greater range of notes.</p>	<p>Revise sitting position (both feet on the floor) and hand positions (place over knee and then on keyboard, keeping same shape – holding a ball or stroking a hamster).</p> <p>Discuss notes on keyboard and use reminders if necessary. Make sure children are using their right hand and thumb on C, index finger on D, middle finger on E, ring finger on F and little finger on G. Also revise basics of notation – use Ppts to revise key vocabulary: stave, quaver, crotchet, minim, semibreve.</p> <p>Introduce left hand for this unit of work. Continue the <i>Get Set Piano!</i> Book from Year 5 and use the slides created to teach pupils. Pupils who already have piano lessons can progress more quickly through the book or try more complex melodies with chords from the Ukulele books.</p> <p>Teach all children how to play chords using the first, third and fifth finger. Ch learn C, F, G, Amin and any others needed for the songs. Play chords along to a popular song – less confident pupils can just play the root note.</p> <p>Try a selection of more popular songs to keep children interested and enthusiastic. Revise <i>One Love</i> (from Ukulele Green Book) including the root note of the chords and <i>Happy</i> (from Ukulele Green Book) using both hands. Also, use the selection of pieces saved in SS/Music/Planning/Y6/Keyboard. Note: children will need to be specifically taught how to pivot their hand to reach further notes.</p> <p>BE AMBITIOUS – learn an instrument RESILIENCE – persevere with an instrument.</p>
<p>MUSIC (2)</p>	<p>To improvise and compose music for a range of purposes using the</p>	<p>Understand how a wide range of dynamics can be precisely</p>	<p>Resources can be found in StaffShare/Music/Y6/Composition – Wallace and Gromit.</p>

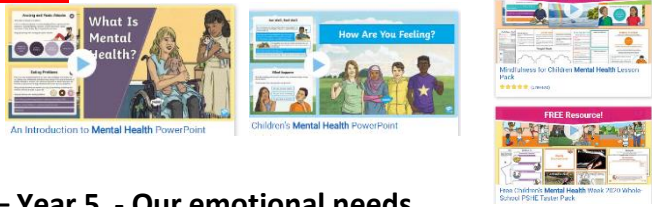
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<p>Unit: Composing a soundtrack.</p> <p><i>KEY QUESTION: Why do films, video games and TV programmes use music?</i></p> <p><i>KEY VOCABULARY: forte (loud), piano (quiet/soft), adagio (slowly), allegro (fast/cheerful), presto (quick), texture (the different sounds and instruments working together), pitch (high or low notes).</i></p>	<p>inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p> <p><i>INITIAL ASSESSMENT: Discuss with pupils the purpose of a soundtrack and ask how they would create one. If more assessment data is needed, show The Wrong Trousers clip and ask children to create a soundtrack.</i></p> <p><i>FINAL ASSESSMENT: Children perform and record their soundtracks to The Wrong Trousers or A Matter of Loaf and Death and evaluate their effectiveness.</i></p>	<p>used and manipulated for expressive effect</p> <p>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Develop the use of precise notation to accurately record and communicate ideas.</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.</p> <p>Use a range of harmonic devices when improvising and composing especially chords.</p> <p>Use precise dynamic variation imaginatively, and with intention, to convey a musical idea.</p> <p>Use tempo explicitly and imaginatively, and with intention, to convey a musical idea.</p>	<p>Laptops may be useful in this unit for children to watch the video clip to compose the music.</p> <p>Play the next clip: John Adams: Short Ride in a Fast Machine https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsrđ</p> <p>Does the music match its title? Would it make a good soundtrack? Why/why not? How does this track make you feel? How has John Adams created these feelings? Think about tempo, use of instruments, texture and dynamics. Revise technical vocabulary for discussions using these videos: https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</p> <p>Listen to soundtracks and use the same questions to discuss their purpose and understand how they were created and discuss a key film composer – John Williams. Links to Superman, Jurassic Park, Harry Potter and Star Wars are on the flipchart.</p> <p>Explain to the children that they will be composing a soundtrack to a Wallace and Gromit clip. Play the clips – two choices <i>The Wrong Trousers</i> or <i>A Matter of Loaf and Death</i>. Did the children enjoy them? Why/why not? Move discussion towards the lack of sound effects or soundtrack. Discuss how sound effects are created. https://www.youtube.com/watch?v=UO3N_PRlgX0</p> <p>Explain to children that they will be experimenting with the sounds of different percussion instruments and everyday objects within school, thinking about what sound effects they could make for the Wallace and Gromit clips. Also encourage pupils to experiments with dynamics and texture – how does the sound change when played softly/loudly? How sound the sound change when layered with other sounds? Children develop notation – a way of recording their ideas. They may need to produce a detailed summary of the video before developing their notation.</p>

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		<p>Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes</p>	<p>Move on to the feelings within the clip. Perhaps make a mood story board and then begin to discuss and experiment with instruments to create the mood. All the sound effects on keyboards would be useful. Children should also use chords learnt in the previous keyboards unit. Regularly share ideas and use short performances to evaluate whether compositions are creating the desired effects. Children should be trying to use standard notation to at least represent pitch if not rhythm.</p> <p>Children then need to practise their whole piece alongside the video clip on a laptop if possible. Groups of 4 or 5 would probably work best to ensure the soundtrack can be performed live. Perform and record work using Mrs White's professional recording device and then use windows movie maker or a different program to attach the video and the soundtrack. Make time to listen to and evaluate work using musical vocabulary such as forte (loud), piano (quiet/soft), adagio (slowly), allegro (fast/cheerful), presto (quick), texture (the different sounds and instruments working together), pitch (high or low notes).</p> <p>This unit of work could be undertaken as a competition with the winning soundtrack achieving a prize.</p> <p>ORIGINALITY – improvising and composing TEAMWORK – composing and performing together Be RESPECTFUL – listen to the ideas of others when composing</p>
<p>PE (1) Unit: Yoga (Class teacher) <i>KEY QUESTION:</i> <i>How can you fully</i></p>	<p>To develop an understanding of yoga.</p> <p>To develop flexibility through the sun salutation flow.</p> <p>To link actions together to create a yoga flow.</p>	<p>Confident to lead others, demonstrating poses and teaching them my flow.</p> <p>Use feedback provided to improve the quality of my work.</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>

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<i>immerse yourself in mindfulness?</i>	<p>To develop strength through yoga flows.</p> <p>To create your own flow showing quality in control, balance and technique.</p> <p>To develop balance through yoga flows.</p> <p>To develop strength, balance and control when taking weight on my hands.</p> <p>To work collaboratively to create a controlled paired yoga flow.</p> <p>To create your own yoga flow that challenges technique, balance and control.</p>	<p>Use my breath to transition from one pose to another with control.</p> <p>Use yoga poses to improve my flexibility, strength and balance.</p> <p>Choose poses which link easily from one to the other to help my sequence flow.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p>	<p><u>Key skills covered in this unit:</u></p> <p>Physical: Balance Physical: Strength Physical: Flexibility Physical: Coordination Social: Leadership Social: Sharing ideas Social: Working safely Emotional: Confidence Emotional: Working independently Thinking: Creating Thinking: Selecting and applying actions Thinking: Observing and providing feedback</p> <p>Health and Safety Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.</p>
<p>PE (2)</p> <p>Unit: Tennis</p> <p>(Class teacher)</p> <p><i>KEY QUESTION: What do you need to have to develop good hand, eye coordination?</i></p>	<p>To develop the forehand groundstroke.</p> <p>To be able to return the ball using a backhand groundstroke.</p> <p>To use a split step to react quickly to the ball and keep a continuous rally going.</p> <p>To develop the volley and understand when to use it.</p>	<p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use feedback provided to improve the quality of my work.</p>	<p>In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills covered in this unit:</u> Physical: Forehand groundstroke</p>

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	<p>To develop the volley and use it in a game situation.</p> <p>To develop accuracy of the underarm serve.</p> <p>To learn to use the official scoring system.</p> <p>To work cooperatively with a partner and employ tactics to outwit an opponent.</p> <p>To show respect, honesty and fair play when competing against an opponent.</p>	<p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Physical: Split step Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying tactics Thinking: Evaluating and improving</p> <p>Health and Safety</p> <p>Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place</p>
<p>PE (3)</p> <p>Unit: Netball</p> <p>(Mrs Pullen)</p> <p><i>KEY QUESTION: What key muscle groups will you be using to play and why is important to</i></p>	<p>To develop passing and moving.</p> <p>To develop passing and moving towards a goal.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p>	<p>Create and use space to help my team.</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p> <p>OUTDOOR LEARNING</p>

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<i>warm them up and cool them down?</i>	<p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To be able to change direction to get free from a defender and receive a pass.</p> <p>To learn the positions of 5-a-side netball.</p> <p>To play in a 5-a-side netball tournament.</p>	<p>Use feedback provided to improve the quality of my work.</p> <p>Use marking, and/or interception to improve my defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities.</p>	<p><u>Key skills covered in this unit:</u></p> <p>Physical: Passing</p> <p>Physical: Catching</p> <p>Physical: Footwork</p> <p>Physical: Intercepting</p> <p>Physical: Shooting</p> <p>Physical: Dodging</p> <p>Social: Communication</p> <p>Social: Collaboration</p> <p>Emotional: Perseverance</p> <p>Emotional: Honesty and fair play</p> <p>Thinking: Planning strategies and using tactics</p> <p>Thinking: Selecting and applying skills</p> <p>Thinking: Decision making</p> <p>Health and Safety Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.</p>

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<p>PSHE</p> <p>Mental Wellbeing</p> <p><i>KEY QUESTION:</i> How can I protect my mental health?</p> <p><i>KEY VOCABULARY:</i> Mental health Emotions Bullying Feelings Behaviour</p>	<p>To know that mental well-being is as important as physical health.</p> <p>To know that there is a normal range of emotions.</p> <p>To understand the benefits of physical exercise and time spent outdoors.</p> <p>To understand simple health care.</p> <p>To know about isolation and loneliness and the impact this can have on mental health. <i>(Opportunity to discuss Covid-19 and the impact/experiences of social distancing).</i></p> <p>To know about, and understand, the impact of bullying on mental health.</p> <p>To know where and how to seek support.</p> <p><i>INITIAL ASSESSMENT: Traffic light prior knowledge against learning objectives.</i></p> <p><i>FINAL ASSESSMENT: Repeat traffic light assessment against learning objectives – children can write a sentence for each to</i></p>	<p>Recognise and talk about different emotions.</p> <p>Judge whether their feelings and behaviour is appropriate/proportionate (link to our school behaviour system).</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019 identified hospital admissions, as a result of self harm in 10-24 year olds, as a significant concern.</i></p>	<p>BE HEALTHY.</p>  <p>Twinkl: An Introduction to Mental Health PowerPoint, Children's Mental Health PowerPoint</p> <p>SCARF – Year 5 - Our emotional needs Recognising basic emotional needs, understanding that they change according to circumstance. Identifying risk factors in a given situation (involving smoking or other scenarios) and considering outcomes of risk taking in this situation, including emotional risks.</p> <p>SCARF – Year 5 – How are they feeling? Using a range of words and phrases to describe the intensity of different feelings. Distinguishing between good and not so good feelings, using appropriate vocabulary to describe these. Explain strategies they can use to build RESILIENCE.</p> <p>SCARF – Year 6 – Dan's Day Describing the consequences of reacting to others in a positive or negative way. Suggesting ways that people can respond more positively to others.</p> <p>Scarf – Year 6 – Jo's story Understanding that all humans have basic emotional needs and explain some of the ways these needs can be met. Explaining how these emotional needs impact on people's behaviour. Suggesting positive ways that people can get their emotional needs met.</p> <p>SCARF – Year 6 - Five ways to well-being project – PBL</p>

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	<p><i>evidence knowledge and understanding.</i></p> <p>Learning activities for this unit will continue to be updated – mental health is new to the curriculum and resources limited at the time of planning.</p>		
<p>RE</p> <p>Concept: The cycle of life and rebirth</p> <p>Unit title: Samsara</p> <p><i>KEY QUESTION: What do you and other people believe about the cycle of life?</i></p> <p><i>KEY VOCABULARY: Samsara, cycle of life, soul, reborn</i></p>	<p>Apply: To explain the key concept of Samsara.</p> <p>Enquire: To explain Samsara is contextualised within Hinduism and the value of Samsara to Hindus.</p> <p>Contextualise: To identify and describe issues raised by Samsara. Express a personal response to Samsara.</p> <p>Evaluate: To explain their own response to how the concept can be applied to their lives and that of others.</p> <p>Communicate: To explain own responses to the idea of samsara – the cycle of life.</p> <p><i>INITIAL ASSESSMENT: Discuss nature and the cycle of the seasons</i></p>	<p>Explain the key concept of Samsara through discussion and writing.</p> <p>Explain Samsara is contextualised within Hinduism Explain the value of Samsara to Hindus</p> <p>Identify and describe issues raised by Samsara and Express a personal response to Samsara through drama and dance.</p> <p>Explain their own response to how the concept can be applied to their lives and that of others through discussion and drama.</p>	<p>Discuss nature and the cycle of seasons. Watch lion king circle of life. Are spring leaves the same ones that fell off the trees in Autumn? Are the new animals in the circle of life new? What things in nature (daffodils) reborn? Written response WONDER</p> <p>Examine murtis of Brahma Vishnu and Shiva. Examine / make predictions about roles of creator, preserver, and destroyer. Explain choices What could be there role in life? Explain concept of Samsara similar to reincarnation Explain – again in flesh</p> <p>Explain souls reborn in another body What is a soul? Explain can be born in different bodies ideas worst/ best What decides what you come back as?</p> <p>Explain idea of Karma – Children to create drama, freeze frames or dance to explore idea. Be RESPECTFUL WONDER</p> <p>Group discussion- How might Karma affect behaviour of Hindus? Life is one of many? How will this affect their thoughts about good or bad events?</p> <p>Make up a scene where a Hindu grandparent explaining the concept of Samsara and its importance to grandchildren. Discussion where children discuss their own views on Samsara. Would you like to be reborn in another body? Would it make you think differently about your actions?</p>

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	<p><i>FINAL ASSESSMENT:</i> Read / watch folk tale Fly Eagle Fly – What is the message written response?</p>	<p>Explain own responses to the idea of samsara – the cycle of life through writing.</p>	<p>Would you have good or bad Karma from your actions today? Be RESPECTFUL</p> <p>Read / watch folk tale fly, Eagle Fly What is the message of this story. Write your own story explaining what happens when we die. Discussion - what do you think happens when you die? Do we have a soul? Where did you get those ideas from? Do you believe that your actions have any results? Do you believe in the concept of heaven or hell?</p>
<p>SCIENCE</p> <p>Unit: Sound</p> <p><i>KEY QUESTION:</i> <i>How do we hear?</i></p> <p><i>KEY VOCABULARY:</i> <i>Sound, volume (soft and loud), high pitch, low pitch, vibration, frequency, amplify, insulation.</i></p> <p>Building Block</p>	<p>Substantive knowledge (Key vocabulary identified in bold)</p> <p>To know that:</p> <p>Sounds can be produced in a variety of ways. (Activity 1)</p> <p>Sounds have the properties of pitch and volume. (Activity 1)</p> <p>When a sound is produced it spreads out from its source in all directions (Activity 2)</p> <p>Sound is caused by vibration (objects move rapidly back and forth or up and down) (Activities 3 and 4)</p> <p>When objects vibrate it makes the objects in contact with it also</p>	<p>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Activity 1)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Activity 2)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat</p>	<p>All Key Ideas need to be covered and taught in class. Where PBL is noted, this is a suggestion to aid depth of learning and should not be used to give ‘either/or choices’ to pupils.</p> <p>RETRIEVAL Revise competition, variation and competition</p> <p>Activity 1 Given a variety of objects (e.g. water in bottles, elastic bands, rulers, tuning forks, those wind up music box things). Children try and change the pitch of the notes and try and summarise what they have found GROWIT</p> <p>(Purpose: to apply substantive knowledge to observe changes.)</p> <p>RETRIEVAL Define pitch and volume</p> <p>Activity 2 Investigate -How does the volume of sound change with distance?</p> <p>(Purpose: to focus on the planning of an investigation using specific measuring equipment and where variables are controlled.)</p>

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	<p>vibrate. This includes the air. (Activities 3 and 4)</p> <p>The vibration travels through the air and makes other objects it is in contact with vibrate including your ear drum. (Activities 3 and 4)</p> <p>Pitch and volume are caused by how the material vibrates. (Activities 5 and 6)</p> <p>The pitch of a sound is caused by how fast an object vibrates. This is called the frequency of vibration. The higher the frequency, the higher the pitch. (Activities 5 and 6)</p> <p>Smaller objects or tighter strings tend to vibrate with a higher frequency, (Activities 5 and 6)</p> <p>The volume of sound is caused by how big each vibration is. This is called the amplitude of vibration. The bigger the amplitude the higher the volume. (Activities 5 and 6)</p>	<p>readings when appropriate (Activities 3 and 4)</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Activities 3 and 4)</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Activities 5 and 6)</p> <p>Reporting and presenting 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 (Activities 5 and 6)</p>	<p>Using a decibel meter (app is freely available from App stores) to record sound levels at various distances from a source.</p> <p>This also provides a good opportunity to talk about possible sources of error in the data collection and how that could be reduced. GROWIT</p> <p>RETRIEVAL Draw a diagram to show how the sound of your speech spreads through a room.</p> <p>Revisit the Substantive knowledge of how old the earth is and how long-ago life started.</p> <p>Activities 3 and 4 How does the type of material affect how well it blocks sound?</p> <p>How does the thickness of a material affect how well it blocks sound?</p> <p>Which materials make the best string telephone components? Tin cans, plastic cups, paper cups; or for the cable wire, string or elastic. Predict and test.</p> <p>(Purpose of all of these activities: to plan a scientific enquiry with emphasis on variables and controlling variables. What must they change, what must they record and what must the keep the same.)</p> <p>For the second activity the use of decibel meters could be used to provide accurate measurements of sound. This quantitative data could then be illustrated using a graph.</p>

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			<p>Do 2 from 3 activities. 1 with significant teacher intervention to teach skills the next with greater independence. GROWIT</p> <p>RETRIEVAL Explain how sound is caused.</p> <p>Activity 5 Make a straw oboe. See clip https://www.youtube.com/watch?v=C5PRJI90_8g</p> <p>There are many exciting investigations this can be used for, a simple one is how does the length of the tube affect the pitch and volume? Boom whacker can be used for this task</p> <p>(Purpose: to collect accurate and precise data and then present the findings in the form of a scientific report / presentation / poster. Some instruction will be required to teach the children how this should be structured.) GROWIT</p> <p>RETRIEVAL What part of the ear is vibrating when you hear?</p> <p>Activity 6 Partially fill a glass bottle (or use test tubes) with water. Tap it to make a sound and blow across it to make a sound. What is vibrating to make the sound in each case? Plan and carry out an investigation to find out how different levels of water affect sound GROWIT</p> <p>(Purpose: to collect accurate and precise data and then present the findings in the form of a scientific report / presentation / poster. Some instruction will be required to teach the children how this should be structured.)</p>

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<p>SPANISH (1)</p> <p>Unit: Time</p> <p><i>KEY QUESTION: Can you tell the time, quarter to and past.</i></p> <p><i>KEY VOCABULARY: Que hora es? Numbers 1-12 Son las, es la, y media, menos cuarto, y quince</i></p>	<p>To understand, say and write the time for o'clock, half past, quarter past and quarter to.</p> <p><i>INITIAL ASSESSMENT: Can you remember how to say simple o'clock times?</i></p> <p><i>FINAL ASSESSMENT: written assessment, read and say the times in Spanish.</i></p>	<p>Say the numbers around the clock</p> <p>Count in multiples of 5 around the clock</p> <p>Correctly read times in Spanish and add hands on a clock to show this</p> <p>Understand the question Que hora es?</p>	<p>Children will play some time games, listen to clips and audios and answer questions based on these.</p> <p>GREATNESS, RESILIENCE, TEAMWORK</p> <p>Be RESPECTFUL, Be AMBITIOUS, Be EMPATHETIC</p>
<p>SPANISH (2)</p> <p>Unit: Clothing</p> <p><i>KEY QUESTION: What will I wear today?</i></p> <p><i>KEY VOCABULARY: La Ropa. Que me pongo hoy? Un goro, una bufanda, un abrigo, una camiseta, una comisa, un par de botas, gafas de sol</i></p>	<p>To name at least 5 items of clothing.</p> <p>To accurately use a bilingual dictionary to increase vocabulary.</p> <p>To extend sentences by using conjunctions and and but and give reasons why ie when it is cold I wear gloves but when it is hot I wear a T.shirt.</p> <p><i>INITIAL ASSESSMENT: What clothes vocabulary do you remember from year 4? Look through your journal and discuss.</i></p> <p><i>FINAL ASSESSMENT:</i></p>	<p>Continue to speak with confidence and accuracy</p> <p>Listen to Spanish speakers and self-correct pronunciation</p> <p>Ask and answer questions correctly</p> <p>Say what is being worn (from a picture or of themselves)</p> <p>Use their journal to find familiar words and phrases to create extended sentences.</p>	<p>Children will learn the nouns for clothes through songs, ICT clips and pair games. They will listen to short audio clips to focus on key words.</p> <p>They will use picture cards to create their own sentences, using dictionaries where appropriate, to select new words and google translate to check their work.</p> <p>Children will extend written sentences using conjunctions and some will be able use previously learnt knowledge to offer an opinion ie When it is cold I wear a scarf but I don't like/wear gloves.</p> <p>GREATNESS</p> <p>Be RESPECTFUL, Be AMBITIOUS, Be EMPATHETIC</p>

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	<i>Ask and answer questions related to what you wear. Written task describe what is being worn from pictures, write what is being worn.</i>		

Other Ideas