

Opportunities to support English:

(Texts: Frankenstein / Strange Star / Beowulf)

- 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:

How can you fully immerse yourself in mindfulness?

Take part in yoga and fitness sessions.

What skills can you use across different sports?

Take part in games of hockey and tag rugby.

Computing:

Can I code a device to sense movement?

Using JavaScript coding to enable a device to sense when it is shaken creating a ‘Monster Movement Trap’

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:

What will I wear today?

Use Spanish to describe what you are wearing.

Opportunities to support Maths:

Data handling

Visits / Visitors

- Dell Quay / Havant plaza debate
- STEM fair
- Residential week

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	9 th February and 20 th March

Project Homework:

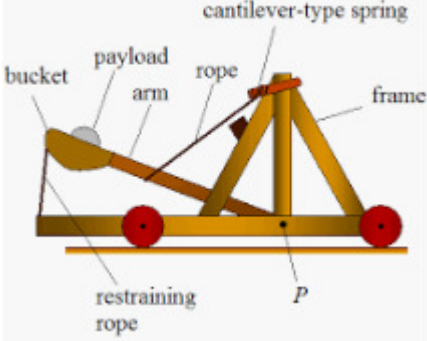

- Make your own Viking longboat using natural and/or recycle materials.
- Design and make your own Anglo-Saxon or Viking menu – take lots of photos!
- Design and make your own ‘sound machine’ that demonstrates different ways of changing pitch (at least two different ways).
- Draw and describe your own 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>Micro:bit / JavaScript</p> <p><i>KEY QUESTION:</i> Can I code a device to sense movement?</p> <p><i>KEY VOCABULARY:</i> Algorithm Input Output Variable Random Condition (If Statement) Loop Debugging Sensor LED Display</p>	<p>To explore text-based coding (Java Script) https://makecode.microbit.org/#</p> <p>To code an external device (BBC Micro:bit) to respond to external stimuli e.g. being shaken / detecting movement</p> <p>Algorithm: A step-by-step set of instructions to make something happen.</p> <p>Input: Something that the Micro:bit responds to, like a button press or movement.</p> <p>Output: What the Micro:bit does, like showing lights on the LED display or making a sound.</p> <p>Variable: A way to store information, like the dice number or movement level.</p> <p>Random: Picking a number or value by chance, like rolling a dice.</p> <p>Condition (If Statement): A way to make decisions in the code, like “if movement is big, trigger the trap.”</p> <p>Loop: Repeating the same instructions until something changes.</p> <p>Debugging: Finding and fixing mistakes in the code to make it work properly.</p>	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> Recognise, and make use, of patterns across programming projects Write precise algorithms for use when programming Identify variables needed and their use in selection and repetition Decompose code into sections for effective debugging Critically evaluate my work and suggest improvements Use a range of sequence, selection and repetition commands combined with variables as required to implement my design Create procedures to hide complexity in programs Identify and write generic code for use across multiple projects Critically evaluate my work and suggest improvements 	<p>Twinkl planning available here</p> <p>Learn about a Micro:bit</p> <ol style="list-style-type: none"> What is a Micro:bit? Where do Micro:bits exist in real life? Label a Micro:bit <p>Virtual Dice Activity</p> <ol style="list-style-type: none"> Create a program that generates a random number between 1 and 6 when the Micro:bit is shaken Display the corresponding number using LED patterns on the Micro:bit. Ensure the program is responsive and user-friendly. <p>Extension tasks:</p> <ol style="list-style-type: none"> Can you make the number appear on the micro:bit for two seconds, then clear the LED display? Can you make the micro:bit roll two dice? Can you make the micro:bit make a sound when you ‘roll’ the dice <p>Movement Trap Activity</p> <ol style="list-style-type: none"> Design a program to detect movement using the Micro:bit accelerometer. Trigger a "trap" response (e.g., sound and LED animation) when movement exceeds a certain threshold. Test and refine the program for sensitivity and reliability. <p>Extension:</p> <ol style="list-style-type: none"> Can you make the Micro:bit respond to different stimuli e.g. light? Can you create a pressure plate that activates the Movement Trap?

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	<p>Sensor: A part of the Micro:bit that detects things, like movement or light.</p> <p>☑ LED Display: The grid of tiny lights on the Micro:bit that shows numbers or patterns.</p>		<p>RESILIENCE, INDEPENDENCE, 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 Confidently choose from a range of tools and techniques and use them safely – tenon saws, joining techniques, sturdy construction. Confidently choose from a range of materials and components, wooden base,</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.</p> <p>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 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?</p>

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	 	<p>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>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 change Britain into the country we know today?</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>To explore why and how England finally become a unified Explore</p>	<p><u>Chronological understanding</u> Confidently use relevant terminology linked to chronology.</p> <p>Make links to a range of prior learning considering placement on a time line.</p> <p>Compare / link the chronology of a range of local, British and world history.</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> <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>

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<p><i>KEY VOCABULARY:</i> Angles Saxons Anglo Saxon Dark Ages Viking Invasion Runes Lindisfarne Sutton Hoo Alfred the Great Edgar Cnut Danelaw Raid Trade Unification Norman conquest Seven Kingdoms</p>	<p>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><i>INITIAL ASSESSMENT:</i> <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><i>FINAL ASSESSMENT:</i> <i>What happened to Anglo Saxon England after the Vikings invaded?</i></p>	<p>Use a variety and range of evidence to continue to develop and explain in detail a broad understanding of previous civilisations</p> <p>Explain general and impersonal causes, seeing that events happen because of reasons other than human action, identifying key turning points</p> <p>Make comparisons with previous civilisations studied.</p> <p><u>Interpretations of History</u> Consider how evidence can be gathered and the authenticity evaluated.</p> <p>Link sources and work out how conclusions can be achieved.</p> <p>Explain how different experiences of contemporaries within a time period, depending on status / wealth, provide different interpretations.</p> <p><u>Historical Enquiry</u> Confidently source and select relevant information to develop the skill set of</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> <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>

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		<p>developing a factually based conclusion.</p> <p>Compare and debate their findings, justifying their conclusions.</p> <p><u>Organisation and Communication</u> Confidently and independently research and select data, organising it to communicate knowledge and understanding, showing empathy.</p>	<p>Quiz! GREATNESS</p> <p>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)</p> <p>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, minim, semibreve, repeat signs.</i></p>	<p>To play and perform in solo and ensemble contexts, playing the keyboard 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 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><u>Performing – instruments:</u> Play in unison with other pupils, keeping to a set tempo. Use and manipulate a wide range of dynamics for expressive effect. Play different parts accurately within a group. Investigate different ensemble combinations. Perform together with an awareness of audience. Improve playing through directed and independent rehearsal and practise.</p> <p><u>Notation:</u> Recognise the position of notes on a stave using standard</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.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-antonio-vivaldi-winter-from-the-four-seasons/zfvgscw</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. 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</p>

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	<p>To describe the music of Vivaldi and give some information about him.</p> <p>To read a wider selection of notes using standard notation.</p> <p>To recognise a wider selection of notes on a keyboard.</p> <p>To recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>To play in unison with other pupils, keeping to a set tempo.</p> <p>To play with two hands at the same time.</p> <p>To play root notes and simple chords in the left hand alongside a melody in the right hand.</p> <p>To learn how to pivot the hand to play a greater range of notes.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Perform New World Symphony by Dvorak the final assessment from Year 5. What can children</i></p>	<p>notation, showing awareness of the treble and bass clef</p> <p>Recognise and describe the duration of notes and corresponding rests from standard notation.</p> <p><u>History / Genres of Music:</u> Describe and compare what music from the four main periods of music history sounds like, including key composers.</p>	<p>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>

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	<p><i>remember about the keyboard and reading notation?</i></p> <p><i>FINAL ASSESSMENT: Perform one of the pieces learnt with both hands – melody in the right and chords in the left.</i></p>		
<p>MUSIC (2)</p> <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>To improvise and compose music for a range of purposes.</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>To understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>To understand how a wide range of tempo can be precisely used and manipulated for expressive effect</p> <p>To develop the use of precise notation to accurately record and communicate ideas.</p>	<p><u>Performing – instruments:</u> Play in unison with other pupils, keeping to a set tempo. Use and manipulate a wide range of dynamics for expressive effect. Play different parts accurately within a group. Investigate different ensemble combinations. Perform together with an awareness of audience. Improve playing through directed and independent rehearsal and practise.</p> <p><u>Composing:</u> Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes. Organise and structure their own music in groups, using different types of texture including solo, unison.</p>	<p>Resources can be found in StaffShare/Music/Y6/Composition – Wallace and Gromit.</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/zkthsrd 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 or sound effects or soundtrack. Discuss how sound effects are created. https://www.youtube.com/watch?v=UO3N_PRIgX0</p>

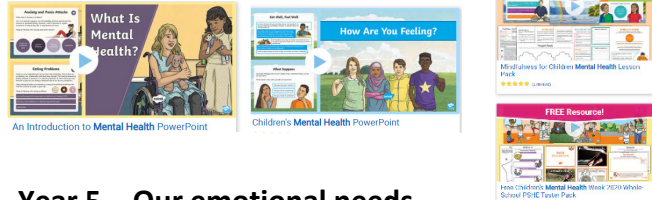
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	<p>To express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.</p> <p>To use a range of harmonic devices when improvising and composing especially chords.</p> <p>To use precise dynamic variation imaginatively, and with intention, to convey a musical idea.</p> <p>To use tempo explicitly and imaginatively, and with intention, to convey a musical idea.</p> <p>To make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes</p> <p><i>INITIAL ASSESSMENT:</i> <i>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:</i></p>	<p>Use and manipulate wide range of dynamics and tempo. for expressive effect.</p> <p>Demonstrate an understanding of the relationship between rhythm and metre, using more complex rhythm patterns.</p> <p>Use a range of harmonic devices when improvising and composing, including chords.</p> <p>Apply playing skills, knowledge and experience creatively and sensitively when improvising and composing</p> <p><u>Notation:</u> Develop the use of precise notation to accurately record and communicate ideas.</p> <p><u>Listening / Appraising:</u> 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>Discuss and compare music with an increasing music vocabulary.</p> <p>Evaluate and refine their own compositions, considering their audience and purpose.</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> <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</p>

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	<i>Children perform and record their soundtracks to The Wrong Trousers or A Matter of Loaf and Death and evaluate their effectiveness.</i>	<u>History / Genres of Music:</u> Describe and compare what music from the four main periods of music history sounds like, including key composers. Describe, compare and reflect on the importance of music in our culture and in other cultures.	Be RESPECTFUL – listen to the ideas of others when composing
<p>PE (1)</p> <p>Unit: Yoga</p> <p><i>KEY QUESTION: How can you fully immerse yourself in mindfulness?</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>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><u>Physical:</u> Use my breath to transition from one pose to another with control Use yoga poses to improve my flexibility, strength and balance</p> <p><u>Social:</u> Be confident to lead others, demonstrating poses and teaching them my flow.</p> <p><u>Thinking:</u> Use feedback provided to improve the quality of my work Choose poses which link easily from one to the other to help my sequence flow Recognise my own and others strengths and areas for development and can suggest ways to improve Understand that there are different areas of fitness and</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> <p><u>Key skills covered in this unit:</u> 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</p>

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	<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>how this helps me in different activities.</p>	<p>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: Fitness</p>	<p>To develop an awareness of what your body is capable of.</p> <p>To test and record baseline fitness scores.</p> <p>To develop sprinting technique and speed.</p> <p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To complete actions to develop stamina.</p> <p>To develop control whilst balancing.</p> <p>To re-test fitness and identify areas of improvement.</p>	<p><u>Physical:</u> Change my running technique to adapt to different distances.</p> <p><u>Emotional:</u> Work to my maximum consistently when presented with challenges.</p> <p><u>Social:</u> Work with others to organise, manage and record information at a station. Encourage and motivate others to work to their best.</p> <p><u>Thinking:</u> Collect, record and analyse data to identify areas where I have made the most improvement. Understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><u>Key skills covered in this unit:</u></p> <p>Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p> <p>Health and Safety Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils</p>

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		Understand the different components of fitness and ways to test and develop them.	comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.
PE - Games (1) Unit: Hockey	<p>To develop dribbling to beat a defender.</p> <p>To send and receive the ball with control under pressure</p> <p>To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p>	<p><u>Physical:</u> Create and use space to help their team Dribble, pass, receive and shoot with increasing control under pressure Use marking, tackling and intercepting to improve their defence</p> <p><u>Emotional:</u> Use the rules of the game consistently to play honestly and fairly</p> <p><u>Social:</u> Work collaboratively to create tactics with their team and evaluate how effective these were Work in collaboration with others</p> <p><u>Thinking:</u> Select the appropriate action for the situation and make this decision quickly Recognise strengths and areas for development and suggest ways to improve</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, passing and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 7-a-side Hockey. They will learn key rules of the game such as attacking/defending principles, foot touch rule, back of stick, push ins etc.</p> <p>OUTDOOR LEARNING</p> <p><u>Key skills</u> Physical: Passing Physical: Intercepting Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</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. Hair tied back, ear rings taped up.</p>

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<p>PE - Games (2)</p> <p>Unit: Tag Rugby</p> <p><i>KEY QUESTION: What skills from other sports can you utilise in Tag Rugby to play successfully?</i></p>	<p>To develop attacking principles, understanding when to run and when to pass.</p> <p>To develop throwing and catching with control.</p> <p>To be able to use the 'forward pass' and 'offside' rules.</p> <p>To be able to play games using tagging rules.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and understanding when to pass.</p> <p>To be able to work as a defending unit to prevent attackers from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p><u>Physical:</u> Create and use space to help my team. Pass and receive the ball with increasing control under pressure. Tag opponents individually and when working within a unit.</p> <p><u>Emotional:</u> Use the rules of the game consistently to play honestly and fairly.</p> <p><u>Social:</u> Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly.</p> <p><u>Thinking:</u> Select the appropriate action for the situation and make this decision quickly. Use feedback provided to improve the quality of my work. Recognise my own and others strengths and areas for</p>	<p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. OUTDOOR LEARNING</p> <p><u>Key skills covered in this unit:</u> Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p> <p>Health and Safety Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.</p>

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		<p>development and can suggest ways to improve. Understand that there are different areas of fitness and how this helps me in different activities.</p>	
<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><u>Relationships:</u> 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: </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</p>

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	<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 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>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>
<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>To explain the key concept of Samsara.</p> <p>To explain Samsara is contextualised within Hinduism and the value of Samsara to Hindus.</p> <p>To identify and describe issues raised by Samsara. Express a personal response to Samsara.</p> <p>To explain their own response to how the concept can be applied to their lives and that of others.</p>	<p><u>Communicate:</u> Respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.</p> <p><u>Apply:</u> Accurately explain some examples of how their responses relate to events in their own and other people's lives.</p> <p><u>Enquire:</u> Accurately explain meanings of concepts/words in the</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>

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	<p>To explain own responses to the idea of samsara – the cycle of life.</p> <p><i>INITIAL ASSESSMENT:</i> <i>Discuss nature and the cycle of the seasons</i></p> <p><i>FINAL ASSESSMENT:</i> <i>Read / watch folk tale Fly Eagle Fly – What is the message written response?</i></p>	<p>traditions encountered and studied.</p> <p><u>Contextualise:</u> Accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</p> <p><u>Evaluate:</u> Discern and accurately explain the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as accurately explaining some of the issues this might raise.</p> <p>Accurately explain possible value in the concepts/words for their own lives and communities.</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? 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 you 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></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>Disciplinary knowledge Instructed / Undertaken / Revisited (Working Scientifically)</p> <p>Planning different types of scientific enquiries to answer questions, including</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</p>

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<p><i>Sound, volume (soft and loud), high pitch, low pitch, vibration, frequency, amplify, insulation.</i></p> <p>Building Block</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 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>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 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,</p>	<p>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? (Purpose: to focus on the planning of an investigation using specific measuring equipment and where variables are controlled.)</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>

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	<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>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>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> <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=C5PRJ190_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>

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			<p>RETREIVAL 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>
<p>SPANISH</p> <p>Unit: Clothing/Que te pones Hoy?</p> <p><i>KEY QUESTION:</i> What will I wear today?</p> <p><i>KEY VOCABULARY:</i> La Ropa. Que me pongo hoy? Un goro, una bufunda, un abrigo, una camiseta, una comisa, un par de botas, gafas de sol Que te pones hoy?</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, but, because and also to give reasons for their choices. ie when it is cold I wear gloves but when it is hot I wear a T.shirt.</p> <p>To be able to speak with confidence, fluency and accuracy.</p> <p>To ask and answer questions correctly.</p>	<p><u>Listening</u> Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p><u>Speaking</u> Engage in a short conversation using familiar questions and express opinions with justifications. Ask for clarification and help. Manipulate language to create and say sentence of own choice using familiar language. Manipulate language using a language scaffold to present their own ideas and</p>	<p>Children listen to songs and memorise sentences. Through teacher led repetition, children learn the names of clothes. They listen to short audio clips getting the gist of what is being said.</p> <p>In pairs, children use picture cards to rehearse a variety of weather conditions, using conjunctions to extent their sentences.</p> <p>Children extend written sentences using conjunctions and be able use previously learnt knowledge to offer an opinion ie When/because it is cold I wear a scarf.</p> <p>Children read to each other as well as out loud complex sentences with increasing accuracy. They use dictionaries to translate unknown words.</p>

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<p>Por que, pero, con tambien</p>	<p>To say, from a picture, clothes worn and describe them using adjectives correctly.</p> <p>To find familiar words and phrases to create extended sentences.</p> <p>To read, say and write sentences using the verb to wear in the 1st, 2nd and 3rd person and give reasons for their choices, i.e. when it is sunny I wear a hat and sunglasses. / He wears a hat and sunglasses because it is sunny.</p> <p><i>INITIAL ASSESSMENT:</i> <i>What clothes vocabulary do you remember from year 4? Look through your journal and discuss.</i></p> <p><i>FINAL ASSESSMENT:</i> <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></p>	<p>information in more complex sentences. Follow a more complex text and read aloud.</p> <p><u>Reading</u> Read and show understanding of a series of complex sentences using familiar language. Predict the pronunciation of unfamiliar words, with increasing accuracy in a series of sentences. Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context</p> <p><u>Writing</u> Write and say a complex sentence manipulating familiar language to describe, maybe using a dictionary. Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.</p> <p><u>Phonics and grammar</u> Demonstrate the knowledge and use of grammar in</p>	<p>Children write from memory and scaffolded examples, complex sentences accurately using taught grammatical structures and with accuracy to spelling.</p> <p>GREATNESS, AMBITION, RESILIENCE</p>

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		<p>sentences: word classes; gender of nouns, definite article and indefinite article [and its omittance for jobs], plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives. Construct simple and complex sentences confidently. Be familiar with and use confidently the language patterns 'll' / 'n' / 'ce' / 'j' (after a vowel) / 'rr' / 'qu' / 'c' / 'd' / g before a consonant / 'y' (also as a conjunction) / 'e'</p>	

Other Ideas