

## Literacy

Investigate ways to start a story (e.g. character/setting description). Plan and write Viking-based quest story / myth with focus on story structure and applying learning about character and setting description.

Journalistic writing linked to topic.

Report about unusual creatures.

Handwriting

Grammar, Punctuation and Spelling

Speaking and listening-telling news

Read & enjoy a range of stories linked to topic theme

Regular class story time throughout the term

## Mathematics

Key areas of maths will be covered alongside much problem solving, including through an investigative approach e.g. mysteries to solve, problems & puzzles, investigations (inc. application of knowledge/skills and reasoning skills)

Written calculation methods (+ - x ÷)

Development of mental calculation strategies.

Solving problems involving all four operations

Properties of number (multiples, factors, primes, squares and cube)

Fractions: simplifying, comparing, ordering, adding and subtracting plus multiplying and dividing.

Measuring inc. perimeter, area and conversion.

Symmetry, measuring and calculating angles, reflection, rotation, translation.

## Science: Evolution, Inheritance, Adaptation & Light to see Things

Children will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they reflect light (from a light source) into the eye.

Children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will be able to use recognised symbols when representing a simple circuit in a diagram.

## Computing

Children develop safe and appropriate use of online technologies, knowing the school's eSafety rules & are proactive in encouraging other children to keep safe online.

Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output .

They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Children create layered sound recordings, using sounds from varied sources and editing for specific audiences and purposes. they revisit and modify their sound work; adapting pieces for different audiences. They plan their work, justifying the choice of tools and techniques used to edit and enhance their work.

## History

Through enquiry, children will learn to interpret both primary and secondary sources of evidence to describe and explain, empathise with situations and feelings of others and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon / Viking Britain.

They will continue to develop a chronologically secure understanding of British history; address & devise historical questions about change, cause, consequence, similarity/difference; select, record and present relevant historical information in a variety of ways and work to understand that the past is constructed from a range of sources.

## **SAXONS, VIKINGS and UK/LOCAL GEOGRAPHY**

**Year 6**



**Spectacular start**

**Fantastic Finish**

## Geography

**Exploration of maps on different scales and for different purposes. Latitude and longitude, equator, hemisphere.**

**Name and locate countries and cities of the UK, recognising geographical regions & physical characteristics and settlement. Explore local geography, land use, industry and development over time.**

**Understand geographical similarities and differences of the physical geography of locations in the UK.**

**Learn to use 8 compass points & 4/6-figure grid references to build knowledge of UK.**

<p style="text-align: center;"><b><u>PE</u></b></p> <p><u>Invasion Games</u> Focus on tag rugby as an invasion game, learning the skills needed to play as a team member (dribbling, passing, tackling, finding space, defending, attacking and scoring).</p> <p><u>Gymnastics</u> Children will learn to perform different movements with a range of dynamics, perform a sequence of movements to music, investigate methods of balance and evaluate a gymnastic performance.</p> <p><u>Dance</u> Dance through the decades. Exploration, performance and choreographing dance in differing styles e.g. Quadrille, Charleston, disco, modern and contemporary – linked to traditional pieces of music / videos and other stimuli (plus adapting movement to various pieces of music by Michael Jackson)</p>	<p><b><u>Design and Technology</u></b> <b>Investigate, design and make money containers linked to Viking topic.</b> <b>Observational drawing.</b> <b>Sewing skills, measuring, cutting and joining fabric.</b></p>	<p><b><u>Art and Design</u></b> <b>Children will work to improve their mastery of art and design techniques including drawing and sculpting with a range of materials e.g. clay</b></p>	<p style="text-align: center;"><b><u>P4C</u></b></p> <p><b>Discussions linked to questions from learning in PSHE and the school's 'HEART' values e.g. understanding the lives of others, honesty.</b></p> <p><b>Discussion arising from topic work.</b></p> <p><b>'Would you rather...?' questions</b></p>
<p style="text-align: center;"><b><u>PSHE</u></b></p> <p><b>Discussions linked to PSHE and the school's 'HEART' values e.g. understanding the lives of others, honesty.</b></p> <p><b>Paired challenges, getting on with others, working together. Social, Emotional and peer relationship education covered through lessons linked to plot of 'Cloud Busting' story.</b></p>	<p style="text-align: center;"><b><u>MFL</u></b></p> <p>?????????</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p>Perform a song being aware of how different parts fit together. Consider the origins of and describe the effect of a piece of music. Build on our knowledge of musical vocabulary. To learn to sing and play musically with increasing confidence. Play instruments and use voices with increasing accuracy, fluency, control and expression. Focus on the music of Michael Jackson.</p>	<p style="text-align: center;"><b><u>RE</u></b></p> <p><b>Further knowledge and understanding of beliefs and practices of Christians and Buddhists including from stories.</b></p> <p><b>What can we learn from religions ideas, beliefs, practices and stories that may be relevant in our own lives?</b></p>