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|  | Year 6 - Annual Cycle A - Spring Term | | |
|  | *1st ½ term* | *2nd ½ term* |
| *Topics* | Local History - The Vikings: Vicious or Victorious? Living things and their habitats | |
| Subject | Content Overview | |
| English Focus | The Vikings topic provides lots of interesting and varied writing opportunities for the children to show off their skills and knowledge.  persuasive adverts  diary entry  balanced argument  Viking legend - storyboards, setting descriptions and eventually create their own retelling of the story  North Yorkshire debating competition | |
| Maths  links | Number: Decimals, Percentages, Algebra  Measurement: converting units, Perimeter, area and volume Number: ratio Statistics | |
| Science | Living things and their habitats | |
| History | Vikings | |
| Geography | Viking journeys | |
| A & D | Wild art portraits | |
| D & T | Cooking: Viking diet  Design, make and evaluate a Viking Longboat Design, make and evaluate a habitat | |
| R.E. | Is it better to express your beliefs in art and architecture or charity and generosity? | Easter - What do Christians believe about the meaning of Jesus’ resurrection? |
| Music |  | |
| P.E. | Hi five netball | Cricket |
| Computing | Online Safety | Vikings : Animated Stories  Pupils will design, write and debug programs to create an animation of a Viking raid in Scratch |
| MFL | Les carnaval des animaux | Au cafe |
| PSHE/RSE | Living in the Wider World | |

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| Subject – English. Topic - Vikings | |
| Curriculum Coverage | Pupils should be taught to:  plan their writing by:   identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   noting and developing initial ideas, drawing on reading and research where necessary   in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  draft and write by:   selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   précising longer passages   using a wide range of devices to build cohesion within and across paragraphs   using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by:   assessing the effectiveness of their own and others’ writing   proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   ensuring the consistent and correct use of tense throughout a piece of writing   ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   proof-read for spelling and punctuation errors  Reading:   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet * maintain positive attitudes to reading * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * understand what they read by: * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understandingdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.   SPaG:  Pupils should be taught to:   * develop their understanding of the concepts set out in English Appendix 2 by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in English Appendix 2 * indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity |
| Rational | Pupils have the opportunity to write for different purposes to develop their writing style. Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (Vikings) Children will write persuasive adverts to settle in England  diary entry from Vikings on board a longship  Children will create balanced arguments  Viking legends and sagas.  instructions for Viking recipes.  Recount of visit to Bewerley Park We will be using Viking Boy by Tony Bradman to support our guided reading |
| Pedagogy | Grammar is taught within writing units to allow children to explore a range of texts and observe how authors use language features for effect. Children will create their own box success criteria for each writing style by analysing a range of example texts for these genres (chosen by the teacher). A Success criterion examines text type, audience and purpose, layout features and language features. Children know how to succeed and can use their success criteria to improve their own writing as well as suggesting improvements to their writing buddies. It is very important that the SPAG content in earlier years is revisited to consolidate knowledge and build on pupils’ understanding. |
| Enhancements | Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (Vikings) |
| Skills developed (transferable) | Writing for a range of purposes. Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas. Critically evaluate their own and others’ writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect. |
| Knowledge acquired  (Subject specific) | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity  Identify and use:   * Relative clauses * Parenthesis * Present and past tense * Modal verbs * Expanded noun phrases * Adverbs * Commas * Synonyms and antonyms * Word classes * Formal and informal |
| Vocab learnt | modal verb, imperative verb, relative pronoun relative clause parenthesis, colon, bracket, dash cohesion, ambiguity, main clause, complex sentence, subordinate clause. Subject specific vocabulary from topic learning. |

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| Maths Year 6 | | | | | | |  |
| Area covered / White Rose | Decimals | Percentages | | Algebra | Converting units of measurement | Measurement: Perimeter, area and volume | Ratio |
| Curriculum Coverage | * identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places * multiply one-digit numbers with up to two decimal places by whole numbers * use written division methods in cases where the answer has up to two decimal places. * solve problems which require answers to be rounded to specified degrees of accuracy | * Solve problems involving the calculation of percentages * recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. | | * use simple formulae * generate and describe linear number sequences * express missing number problems algebraically * find pairs of numbers that satisfy an equation with two unknowns * enumerate possibilities of combinations of two variables. | * solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate * use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places * convert between miles and kilometres | * recognise that shapes with the same areas can have different perimeters and vice versa * recognise when it is possible to use formulae for area and volume of shapes * calculate the area of parallelograms and triangles * calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3 ) and cubic metres (m3 ), and extending to other units [for example, mm3 and km3 ]. | * solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts * solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison * solve problems involving similar shapes where the scale factor is known or can be found * solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. |
| Rational | ensure that all pupils:   become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.   reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical  language   can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.  Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.  The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. Where possible there will be opportunity to apply what they have learned in other curriculum areas.  Knowledge organisers will also be given out this term and weekly quizzes given on these. | | | | | | |
| pedagogy | Recap on their understanding of decimal numbers to three places.  Use concrete materials to exchange between the columns.  Represent decimal numbers on a place value chart when multiplying and dividing by 10, 100 and 1000.  Build confidence with multiplication first before moving onto division.  Explore the relationship between decimals and fractions | | Important that children understand that percent is out of 100.  Convert fractions where the denominator can be made equivalent to 100.  Use their knowledge of common equivalent fractions and decimals to find equivalent percentages  Order and compare fractions decimals and percentages  Find percentages of amounts and apply this to problems. | Begin with simple one step function machines before moving onto two step machines.  Children should be taught to work backwards e.g. to find the input when given the output.  Use algebraic inputs and write algebraic expressions.  Substitute into simple expressions and then formulae  Form their own equations using the four operations  Move from single step equations to multi step equations  Children find possible solutions to equations with multiple unknowns. | Children read, write and recognise all metric measures for length, mass and capacity.  Develop their estimations skills in context and decide when it is appropriate to use a different metric measure.  Use their skills of multiplying and dividing by 10, 100 and 1000 to convert measures in both directions.  Know the role of the zero as a place holder.  Use and apply conversion skills to solve measurement problems.  Approximate conversion from miles to km and vv  Apply imperial measurement facts. | Find and draw rectilinear shapes that have the same area  Apply their knowledge of factors to find rectangles with the same area.  Link back to algebra by writing the formula for finding the area and perimeter of rectangles and relate this to counting squares.  Explore that shapes with the same area can have the same or different perimeters.  Apply skills of estimating to find the area of a triangle  Relate the area of a triangle to a square or rectangle  Find the area of any triangle before moving onto a parallelogram.  Understand that volume is the space occupied by a 3D object and start by counting the cubic units.  Make links between counting cubes and the formula (lxWxH) | Will understand that ratio shows the relationship between two values and can describe how one is related to the other.  They will start by making simple comparisons between two different quantities.  Use practical objects and diagrams to explore ratios.  Introduce the colon as the ratio symbol and use the language “For every… there are…”  Build on their knowledge of ratios and begin to calculate ratios.  They need to be able to find both the part and the whole and are encouraged to use bar models to help them with problems  Draw shapes to a given scale factor.  Find scale factors when given smaller shapes. |
| Enhancements | Apply to money and measure | | Create FDP posters to be displayed in the classroom | Apply to measure (e.g. finding the area and perimeter) | Apply to science and DT | Apply to DT | Apply to designs in DT |
| Skills developed (transferable) | Recognising patterns  Multiply and divide by 10, 100 and 1000  Deep understanding of place value  Breaking down a problem into manageable steps  Make links to money and measures | | Finding percentages and applying this in a range of contexts.  Converting between fractions, decimals and percentages.  Working out the required calculation to solve given problems. | Being able to ‘work backwards’ and apply the inverse to solve equations.  Being able to express statements as algebraic equations. | Skills of estimation  Applying kills of division and multiplication particularly multiplying and dividing by 10, 100 and 1000. | Skills of estimation  Applying formula  Skills of multiplication of larger numbers and decimals  Applying skills of converting measures. | Be able to compare two quantities using ratios  Calculate ratios and scales |
| Knowledge acquired  (Subject specific) | National curriculum see above Including knowing common fractions as decimals and vice versa | | National curriculum see above | National curriculum see above | National curriculum see above Know metric conversions for length, mass and capacity.  Apply imperial conversions when given | National curriculum see above  Knowledge of factors | National curriculum see above |
| vocabulary | Tenths, hundredth, thousandths, product, divisor, 1 decimal place, exchange | Percent, reduction, increase VAT, equivalence | | Equation, substitution, solution, algebraic | Metre, millimetre, centimetre, litre, millilitre, kilometre. Miles, conversion, metric, imperial, estimate, accuracy, foot, inch, pound, ounce, stone, gallon.tonnes | Cubic, squared, height, volume, area, perimeter, formula | Scale, for every…. Ratio, part, whole, equivalent |

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| Subject – Science. Topic – Living Things and their Habitats | |
| Curriculum Coverage | * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. * To give reasons for classifying plants and animals based on specific characteristics * To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * To give reasons for classifying plants and animals based on specific characteristics   Scientific enquiry:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| Rational | This ‘Living Things and Their Habitats’ unit will teach the pupils about the classification of living things, including micro-organisms. The children will build on their work in Year 4 by sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. The children will have the opportunity to design their own ‘curious creature’ and classify it based on its characteristics. They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread. Furthermore, the children will use play dough to create a new single celled micro-organism and explain how it is classified and why. Finally, the children will put their learning into practice by creating a field guide to the living things in their local area, showing how and why each one is classified |
| Pedagogy | Begin by classifying snack and then animals in small groups. Find out about the Linnaean system and research animals. Investigate the growth of microorganisms on mouldy bread before investigating their own area and the living things found there. |
| Enhancements | Strong Links with Geography and Art RSPB  exploring living things and their habitats in our outdoor area |
| Skills developed | • Give reasons for the classification of animals, using examples as a guide  • Classify living things using the Linnaean system.  • Match groups of animals to their characteristics.  • Classify creatures based on their characteristics.  • Design a creature that has a specific set of characteristics, using prompts.  • Describe the useful and harmful effects of different microorganisms.  • Identify the variables in an investigation into harmful microorganisms  • Draw conclusions based on their results.  • Describe the characteristics of different microorganisms.  • Describe the characteristics of groups or organisms, using images as prompts. |
| Knowledge acquired | • I can give reasons for classifying animals based on their similarities and differences.  • I can describe how living things are classified into groups  • I can identify the characteristics of different types of animals.  • I can classify a creature based on its characteristics  • I can describe and investigate helpful and harmful micro-organisms  • I can identify the characteristics of different types of micro-organisms  • I can classify organisms found in my local habitat  • I can explain the classification of organisms found in my local habitat |
| vocabulary | mammals, birds, insects, reptiles, amphibians, fish, arachnids, annelids, crustaceans, echinoderms and molluscs.  Micro organism, mould, classify, Linnaean system |

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| Subject – History. Topic – Vikings | |
| Curriculum Coverage | Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. |
| Rational | This topic provides the opportunity for children to learn in depth about Vikings and their impact on our local area (York). Lessons will centre around where they came from, why they came and how they got here. |
| Pedagogy | Cross curricular – vikings |
| Enhancements | The topic starts with a fantastic trip to York for a Jorvik and DIG workshop.  handling artefacts |
| Skills developed | Examine causes and results of great events and their impact on people How do artefacts help us to work out what life was like in the past? |
| Knowledge acquired | To understand who the Vikings are  To know where the Vikings came from.  Why did the Vikings come to Britain? How did they travel?  To understand how some kings in Britain dealt with the Viking invaders.  To understand how Vikings lived and worked.  How did the Vikings who settled in Britain live? What were their houses like? What clothes did they wear? What did they like to eat?  To understand what happened during the Viking invasions and know what Viking warriors were like.  What were Viking warriors like? What weapons did they use? Why were they such successful raiders and invaders?  To identify and describe Viking artefacts - LOAN BOX |
| vocabulary | Viking, axe, lomg boat, shield, spear, archer, freeman, horn cup, slave, Wessex, Danelaw, York. Jorvik, runes, king, coins, thatched house, longhouses, merchant, warrior, loom, helmet, drinking horn, myths, legend, saga, artefact, primary source, secondary source, conquer, old norse, tunic, journey, feast, explorer, settlement, colonise, blacksmith, sailing, Scandinavia, |

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| Subject – Geography. Topic – Viking Journeys | |
| Curriculum Coverage | NC: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| Rational | children will plot the journeys that Vikings went on |
| Pedagogy | Cross curricular (Vikings) |
| Enhancements | They will compare historical maps to identify the influence of the viking invasion over time  They will also link words to our topic - settlements Use maps to identify place names/streets in our locality with speed and accuracy (links to history) that were influenced by the vikings i.e. Stonegate, Petergate, JORVIK centre. |
| Skills developed (transferable) | use maps, atlases, globes to locate countries and describe features studied |
| Knowledge acquired  (Subject specific) | I can identify place names/streets in our locality with speed and accuracy I can compare historical maps to identify the influence of the viking invasion over time |
| vocabulary | Viking, long boat, shield, spear, conquer, journey, explorer, settlement, colonise, sailing, Scandinavia, |

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| Subject – Art – portrait of a viking soldier | |
| Curriculum Coverage | Pupils should be taught:   to create sketch books to record their observations and use them to review and revisit ideas (techniques)   to improve their mastery of art and design techniques, including drawing |
| Rational | CROSS CURRICULAR with a focus on improving drawing and shading techniques |
| Pedagogy | PORTRAIT OF A VIKING WARRIOR pupils will use a grid template (Plan Bee) to draw a viking warrior and use shading and sketching techniques to make them life like. |
| Skills developed | lessons will not only help your class become more immersed in their Viking topic but also help them improve their art knowledge, understanding and skills.  Sketching and shading to make portraits ‘life like’ |
| Knowledge acquired | Grades of a pencil, sketching techniques |
| Vocab learnt | Sketch shade portrait grades of pencil, Scale, refine, alter, cross hatch, perspective |

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| Subject – Design and Technology. Cooking Topic – Vikings | |
| Curriculum Coverage | NC: Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Know where and how a variety of ingredients are grown, reared, caught and processed.  History: Note connections, contrasts and trends over time and develop the appropriate use of historical terms *by learning about the food the Viking people ate and its religious and cultural significance.* |
| Rational | Cross curricular - Learn about the sort of food that the Vikings ate and how it was prepared and cooked. |
| Pedagogy | Prepare and cook a variety of dishes using a range of cooking techniques  pupils will compare Viking foods with modern day foods, considering how foods could only be grown locally or kept fresh for short periods of time. They will research a Viking farm in York and consider how cooking techniques used by the Vikings are still used today, and how preserving food has changed through the years. They will prepare, cook and enjoy their very own (healthy) Viking feast! |
| Skills developed | Use appropriate tools and equipment, weighing and measuring with scales  a range of cooking techniques |
| Knowledge acquired | How would the Vikings have prepared and eaten their food? Was the diet healthy? Why? |
| Vocab learnt | Viking bread/meat/fish/animals/insects Cuisine, hunting, farming, foraging, agriculture etc |

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| Subject – Design and Technology. Topic – Vikings | |
| Curriculum Coverage | Design a longboat   use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups   generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make a longboat   select from and use a wider range of tools and equipment to perform practical tasks[for example, cutting, shaping, joining and finishing], accurately   select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate the longboat   investigate and analyse a range of existing products   evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  - apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Rational | To design, create and evaluate a Viking longboat  Cross curricular –Vikings  to enhance and consolidate their understanding of the way Vikings would have travelled for their invasions |
| Pedagogy | DT will be very hands on with children generating, developing and communicating their ideas through discussion, sketches and annotated diagrams before making products using a range of materials and equipment. Children will create a model of a Viking longboat that would have been used in the invasion of York. |
| Skills developed | -build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users  -critique, evaluate and test their ideas and products and the work of others |
| Knowledge acquired | apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| Vocab learnt | strengthen, stiffen, reinforce, structures, longboat, shape, design, Viking, |

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| Subject – R.E. Topic – Is it better to express your religion in arts and architecture or charity and generosity? & Easter – What do Christians believe about the meaning of Jesus’ resurrection? | | |
| Curriculum Coverage | Strand: Expressing  Religions and worldviews: Christians, Muslims and non‐religious, e.g. Humanists  • What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?  • How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?  • Muslim calligraphy, painting and poetry: what is inspiring?  • How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?  • Can a Christian place of worship be a building for the ‘glory of God’? What does this mean?  • How and why do Muslim charities try to change the world?  • How and why does Christian Aid try to change the world?  • What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you? | Strand: Expressing  Religions and worldviews: Christians  About Jesus’ resurrection  What meaning does the resurrection have for Christians today?  What are some of the Key ways in which Christians relate to the risen Christ today? |
| Rational | This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non‐ religious people: this critique is examined too. Of course, the rather polarising title can receive the response ‘both matter’, as the final lesson will show, but the controversy is good for the pupils’ learning. | This unit sets Christian belief about Jesus’s death and resurrection within the context of the Jewish belief in a Messiah and help children to understand, at an appropriate level, the importance of this belief for Christians today. |
| Pedagogy | The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address,  so that they can develop the  understanding and skills needed to appreciate and appraise varied responses to these questions, as well as  develop responses of their own | Pupils encouraged to be reflective with an investigative approach being used. |
| Enhancements | Complete an art gallery of works completed with explanations of how they are linked to their topic | Arrange a visit to a church to see how it is presented at Easter time. Ask a member of the Church community to explain specific colours used and why. |
| Skills developed (transferable) | Children should be able to:  Identify the values found in stories and texts (A2). (Emerging)  Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).  Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2). (Expected)  Describe some Christian and Humanist values simply (B3).  Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).  Give examples of similarities and differences between Christian and Humanist values (B3). (Exceeding)  Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). | Children should be able to:  • Know that Christians recognise Jesus as the Messiah of Jewish scripture. (A3) (Emerging)  • Be able to express something of the range of feelings and responses experienced by the women and disciples in the gospel accounts of the resurrection. (A3)  • Know that the risen Christ is important to Christians and identify some of the ways in which an individual Christian shows this. (A3)  • Children know that Christians believe that Jesus is the Messiah, and that he died and is risen from the dead. (A3) (Expected)  • Children can relate to the reaction of those who first saw Jesus after his resurrection. (A3)  • Children can express some of the importance of the resurrection to Christians today. (B1)  • Children can explain some of the ways in which Christians relate to the risen Christ today. (B1)  • Know that Christians recognise Jesus as the Messiah of Jewish scripture. (A3) (Exceeding)  • Emphasise with the feelings and responses of the women and disciples in the gospel accounts of the resurrection and talk about how the resurrection changed the disciples’ understanding of Jesus. (A3)  • Give and explain examples of the meaning of the resurrection for Christians. (B1)  • Identify how individual Christians seek to meet the risen Christ in their lives today. (B1) |
| Knowledge acquired  (Subject specific) | Children should know:  • Express their own thoughts and feelings about some special places.  • Understand different reasons why some buildings are sacred.  • Find out about some great examples of religious architecture.  • Notice, list and explain similarities and differences between different sacred buildings.  • Understand why mosques matter to the Muslim community.  • Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressive.  • Work in a small group and present ideas to the class about Muslim architecture.  • Consider, discuss and weigh up different views about why mosques are important.  • Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive.  • Notice, list and explain similarities and differences between Muslim poetry and art.  • Find out about some great examples of religious art and present their reasons for choosing those they find most impressive.  • Work in a small group and present to the class an example of the most impressive religious art.  • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.  • Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive.  • Work in a small group and present to the class an example of the most impressive religious art or architecture.  • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.  • Discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.  • Consider why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.  • Think about how Christian beliefs and actions might suggest that God is concerned with justice.  • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?  • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.  • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity? | Children should know:  • Jesus fulfilled the prophecies made about the Messiah in The Old Testament.  • That Jesus’ dying and rising from death not only fulfilled Jewish prophecies but is essential to Christian belief about God and Jesus.  • That Jesus appeared to different groups of his followers after the resurrection.  • To appreciate the different feelings and responses of those people who saw Jesus after his resurrection.  • That by his death and resurrection Jesus brings forgiveness and a new beginning  • That those who are oppressed are comforted by the fact that Jesus was also persecuted and murdered unjustly but rose victorious.  • That those who suffer believe that Jesus understands how they feel and has conquered suffering and death.  • That Jesus’ resurrection gives comfort and hope to all people and a promise of everlasting life.  • That genuine and lasting happiness is concerned with knowing God and doing what God wants, as Jesus did.   * That Christians today relate to the risen Christ through:   • The Eucharist  • The Bible  • Prayer and meditation  • Service to others  • Lifestyle  • Through praise and worship. |
| Vocab learnt | Creativity, architecture, charitable, generosity, spiritual, scriptures, impressive, worship | Messiah, prophecy, Passover, Eucharist, forgiveness, everlasting life, mediation, the risen Christ. |

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| Subject – P.E. Topic – Hi Five Netball & Kwik Cricket | | |
| Curriculum Coverage | Netball:   * Display an understanding of fair play, working well with others and leading a medium sized group. * Field, defend and attack tactically by anticipating the direction of play. * Utilise new skills in competitive situations, as an individual or part of a team. | Cricket:   * Display an understanding of fair play, working well with others and leading a medium sized group. * Utilise new skills in competitive situations, as an individual or part of a team. |
| Rational | They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. |
| Pedagogy | Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. | Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. |
| Enhancements | Cluster tournaments. | Cluster tournaments. |
| Skills developed (transferable) | Children should be able to:   * Throw the ball with some accuracy, with an appropriate weight. * Throw with accuracy, at a good weight and be able to catch the ball with moderate success. * Act as a coach and help improve their peer’s technique. * Pass with a degree of consistency in one style in isolation (3/4 times out of 5 from 4m). * Pass with a degree of consistency in three styles in isolation (3/4 times out of 5 from 5m). * Pass w/ all styles consistently in isolation (5/5 from 6m). | Children should be able to:   * Throw the ball with some accuracy, with an appropriate weight. * Throw with accuracy, at a good weight and be able to catch the ball with moderate success. * Act as a coach and help improve their peer’s technique. * bowl with a degree of consistency * Pass with a degree of consistency |
| Knowledge acquired  (Subject specific) | Children should know:   * How to throw effectively. * How to catch effectively. * Rules and boundaries for each position | Children should know:   * How to throw effectively. * How to catch effectively. * Rules and boundaries for each position |

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| Subject – Computing. Topic – Online Safety & film making | |
| Curriculum Coverage | * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Be discerning in evaluating digital content. |
| Rational | In this unit about online safety, children will be taking a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous. |
| Pedagogy | We will begin from working from the children’s own experiences of the internet and thinking of times they could be in danger before considering how we can keep ourselves and others safe. |
| Enhancements | Posters to display around the school / presentation for year 3/4/5. |
| Skills developed (transferable) | • Look in the address bar of a website so check for security.  • Identify the lock symbol in an address bar.  • Explain why someone might have an online friendship.  • Explain what the SMART acronym means.  • Explain what a stereotype is.  • Compare gender stereotypes. |
| Knowledge acquired  (Subject specific) | • I understand the benefits and pitfalls of online relationships.  • I can apply my online safety knowledge to my online activities.  • I know about privacy seals of approval.  • I know what is meant by cyber bullying. |

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| Subject – Computing. Topic – SCRATCH Vikings (Animated Stories) | |
| Curriculum Coverage | NC: use sequence in programs   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| Rational | This unit builds on the previous unit in Year 5 (Scratch: Developing Games) as well as prior units introducing Scratch in Year 2 and Year 4. The unit is designed to help children in continuing to develop their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story. These lessons are intended for use in conjunction with Scratch 2 software installed |
| Pedagogy | design, write and debug programs to create an animation of a Viking raid in Scratch In doing so they learn that programming is the process of implementing algorithms as code and about the importance of sequencing commands. |
| Enhancements | Create their own animation  Viewing to parents / another class |
| Skills developed (transferable) | sequence, programming, collaborating, debugging, tinkering and algorithms.  Apply coding skills |
| Knowledge acquired  (Subject specific) | programming is the process of implementing algorithms as code and about the importance of sequencing commands. |

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| Subject – PSHCE. Topic - Living in the Wider World | |
| Curriculum Coverage | All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.  PSHE education is essential to such a curriculum and to meeting schools’ requirement to promote pupils’ wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for PSHE education. |
| Rational | PSHE education is a planned programme of learning though which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.  As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education should address both pupils’ direct experience and preparation for their future. |
| Pedagogy | As recommended by the PSHE Association, our Programme of Study is based on three ‘core themes’: Relationships, Learning for Life and Health and wellbeing. Each learning for life session should provide our children with a ‘strategy’ that they can add to their repertoire of strategies from previous years to support them in everyday life, albeit in school or in ‘life’. |
| Enhancements | See whole school overviews for whole school projects and enhancements |
| Skills developed (transferable) | Pupils should be able to:   * Value diversity. * Safely challenge discrimination and stereotypes. * Evaluate media sources and share things online safely. * Understand influences and attitudes towards money. * Knowledge of money and financial risks. |
| Knowledge acquired  (Subject specific) | Pupils should know:   * How to identify prejudice and discrimination and explain how to challenge this in a safe way. * How to explain the benefits of social media and also the risks and challenges of using social media. * How to explain how having or not having money can impact on someone’s emotions. Can they also explain how money can be gained and lost? |
| Vocab learnt | Discrimination, stereotype, diversity, differences, challenge, discuss, debate, topical issues, problems, events, bias, human rights, children’s rights, influence, respect, tolerance, British values, media, online safety, forwarding, sharing information, money management, gain, loss, debt, financial risk, spending, budgeting, interest, loan, debt, resources, sustainability, enterprise, skills, entrepreneurs. |