

YEAR: 6
TERM: Autumn 1
TOPIC: Vikings



SIR ROBERT GEFFERYS SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

RE INTENT

To discuss and explain what it means to be a Muslim in Britain today?

What helps Muslims through the journey of life?

Children will explore the Five Pillars of Islam and discuss how these pillars guide Muslims in their life journey.

What are the key beliefs of Muslims and how does it affect their lives?

Children will learn about the Shahada (faith declaration) and its application in daily life.

Why does prayer matter to Muslims?

Children will learn about the Salah (prayer), its importance, and how it is performed.

What is the importance of charity in Islam, and how is charity important to children personally?

Children will explore the concept of Zakat (charity), its importance, and compare it with their own concepts of charity.

Why do Muslims fast?

Children will learn about Sawm (fasting), its purpose, and why it is practiced during Ramadan.

Why do Muslims want to go on

SCIENCE INTENT

To build upon current understanding of forces to include those affecting travel on/under water. Continue to build working scientifically skills from the previous year's science learning to include clear reasoned predictions, curious questions, an improved understanding of the types of testing that can be chosen and the what to consider when planning an investigation.

Lesson 1 - Forces overview.

What do we already know? Recap on vocabulary and build over the session via a carousel of activities. Create labelled forces diagrams with balanced and unbalanced forces/measure force using newton meters.

Lesson 2 - Parachutes and air resistance - link to longship sails.

Using the idea of parachutes to look at all possible variables that could be tested. Investigate the idea that the area of a parachute has a direct correlation to the time it takes to fall. Can we design a parachute to reach the ground within exactly 3 seconds?

Lesson 3 - Do it! Practical session that was planned and prepared last week.

Lesson 4 - Treasure Boats. Plan an investigation to find the best shape for a boat carrying a heavy cargo of Viking treasure (coins). Is there a link between surface area and the

MUSIC



Music in Year 6 at SRG will be covered across Spring and Summer terms.

PHSE INTENT

To reflect upon and discuss the UN Rights of the Child and how these may look in our school. To understand how we learn best and additionally how our behaviour can impact on our own learning and that of other children.

Lesson 1 - the year ahead

Reflecting on the year ahead and identifying goals
Identifying and sharing any fears and worries

Lesson 2- wants and needs

Learning more about the UN Rights of a Child and the difference between wants and needs.

Lesson 3 - Everyone's right to learn

Thinking about everyone's right to learn and how personal actions can affect others.

Lesson 4 - Other people's feelings

Looking further at how personal actions affect others with a particular emphasis on behaviour choices and empathy for others.

Lesson 5 - Working well with others

How can we work well with others?
Can one person's behaviour affect a group?
Contributing to a learning charter.

Lesson 6 - Following the Learning Charter

Bringing together the unit of learning.
Why choose to follow a learning

Computing INTENT

To make more complex real-life problems into algorithms for a program, test and debug my programs, convert (translate) algorithms that contain sequence, selection and repetition into code that works and to organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently through logical methods (5.1). (Autumn 2 6.1)

Lesson 1 – Coding Efficiently

Children will use simplified code to make their programming more efficient using variables in their code and creating a simple playable game.

Lesson 2 – Simulating a Physical System

Children will plan an algorithm modelling the sequence of traffic lights, selecting the right images to reflect the simulation they are making. They will use their plan to program the simulation to work in 2Code.

Lesson 3 – Decomposition & Abstraction

Children will make good attempts to break down their task into smaller achievable steps, recognising the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task.

Lesson 4 – Friction and Functions

Children will create a program which represents a physical system, creating and using functions in their code to make their programming more efficient

Lessons 5 – Introducing Strings

<p>pilgrimage? Children will discuss the concept of Hajj (pilgrimage), its purpose, and significance in the Muslim life.</p> <p>IMPACT Children will learn and be able to make connections about the Five Pillars of Islam, including their significance in guiding a Muslim's life and the central role of Shahada. They will also understand the importance of Salah, Zakat, Sawm, and Hajj, and how these concepts shape a Muslim's beliefs and actions.</p>	<p>ability to carry heavy cargo? Investigate by using squared paper to calculate the area of the different boat designs.</p> <p>Lesson 5 - Practical session - investigating how many coins the boats can hold. Create related statistics and conclusions.</p> <p>Lesson 6 - Composite task - Build science capital - look at boat design and marine engineering. Use all of the relevant learning from this unit - design a boat to meet specific criteria for a trading voyage. Eg area know for low speed wind, need to carry heavy cargo but will be travelling rough seas etc.</p> <p>IMPACT SRG scientists will talk confidently about forces (and the associated vocabulary) around them and how they can be positives and negatives within everyday life. They will be able to explain how humans utilise and control these forces for our benefit eg travel. The working scientifically skills related to planning will have developed to include clear explanations of the elements to consider when planning an enquiry.</p>		<p>charter? How does this link to democracy?</p> <p>IMPACT Children will utilise this learning to contribute to a whole school learning charter that enables themselves and others to learn in the best way possible in every learning space. Children understand how democracy can give them a voice.</p>	<p>Children will create and use strings in programming, setting/changing variable values appropriately and know some ways that text variables can be used in coding.</p> <p>Lesson 6 – Text Variables and Concatenation Children will create a string and use it in their program to produce a range of outputs in their program</p> <p>IMPACT Children will be able to recap their knowledge of algorithms and how they can be used to create programs, understanding that real-life situations and problems can be modelled using computer programs. They will be able to develop their skill in using planning tools such as flowcharts when designing an algorithm to solve a real-life problem or represent a situation using more advanced knowledge of a coding environment such as 2Code when creating a design and algorithm for a program. Children will also be able to read through lines of code and interpret the outcome when run, knowing that the key components within a coding environment such as the objects have properties, and these can be different according to object type. Children will be able to use features such as stepping through code, using the variable watch window and changing execution speed when running code to aid with debugging.</p>
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Art/DT

INTENT

Year 6 artists will be exposed to the medium of painting and monoprinting and the influence of global female artist Maria Frat. Children will be provided with opportunities to explore, question, wonder, examine, challenge, experiment and reflect upon artist influence and the impact this has on their own creative outcomes. They will also build upon prior skills in previous units.

SESSION 1 -RESEARCH STAGE

Artist research

-Research artist influence/inspiration, style, technique, materials etc.

-Contemporary printmaker - monoprinting

-Inspired by natural surroundings of childhood

-Key elements of enquiry into - influence, techniques, shape and form, use of colour, surface texture, with children completing research focused on different enquiry questions <https://fratiprints.bigcartel.com/>

SESSION 2 - DESIGN STAGE

-Focus to design based on influences and techniques, shape and form, use of colour, surface texture

-Children to use images of FRati's mono printed designs and images of Viking longship shapes & features, to inspire their design of an abstract Viking longship inspired monoprint, incorporating key elements of enquiry through the design process -
-Children to carry out a free sketching process in order to generate, build and develop ideas around design

SESSION 3 - MAKE STAGE 1 - INITIAL MONOPRINT LAYER

-Begin construction of monoprint
-Incorporating techniques, style, influence and materials - think like the artist
-Reflecting back on designs throughout

PE

INTENT

Year 6 rugby players will have the opportunity to hone their individual skills and put these skills into practice when playing modified versions of tag rugby.

Session 1:

LQ: Can I throw a rugby ball whilst travelling with accuracy?

Gold- I can pass with accuracy at chest height whilst running with the ball

Silver- I can pass at chest height for the receiver whilst walking. Bronze- I can throw a rugby ball with a sideways arm swing action

Session 2:

LQ: Can I pass the ball backwards in a line of players?

Gold- I can complete a fake pass (dummy pass) before releasing the ball accurately to a teammate.

Silver- I can accurately pass the ball backwards whilst travelling, passing left and right sided. Bronze- I can accurately pass the ball to a player whilst the team is moving forward.

Session 3:

LQ: Can I select the best ways to attack and defend the opposing team?

Gold- I can make outstanding effort to help other team members.

Silver- I can make sure every team member has a chance to contribute.

Bronze- I can change position in response to the other team.

Session 4:

LQ: Can I select the best ways to attack?

Gold- I can use a side-step or dodge to avoid defending players.

Silver- I can put pressure on defenders by tracking and looking for

Geography



Geography at SRG will be covered across Spring and Summer terms.

History

INTENT

Children will improve their knowledge of invasion and trading, knowing key facts about the vikings' origins, raids, settlements and beliefs.

Lesson 1- Can I develop and build an understanding of the key events of the viking era through the skill of chronology?

Lesson 2- Can I develop an understanding as to where the vikings originated from through collaboration?

Lesson 3- Can I present reasons why the vikings may have left their home and what caused them to settle in Britain?

Lesson 4- Can I understand what made the vikings successful raiders and traders through collaboration?

Lesson 5- Can I make links to my own beliefs and see how the vikings beliefs in gods may have differed?

Lesson 6- Can I present the progress that I have made throughout this topic and showcase my knowledge?

IMPACT

Pupils will be able to recall key knowledge and facts about the vikings, including which countries they came from, how they invaded, raided and settled. They will be able to describe the Vikings' beliefs and compare them to their own and be able to describe the influence of the viking era on history.

MFL

INTENT

Year 6 linguists will have opportunities to engage in speaking and listening activities, collaborating to learn phrases in order to plan and deliver their own weather report.

Session 1:

LQ: Can I learn words linked to the theme of weather by noticing? Knowledge organisers described and explained. Children begin to create their own weather symbols to help them remember new vocabulary.

Session 2:

LQ: Can I create my own weather symbols for the main types of weather experienced?

Children collaborate to create a set of weather symbols for their weather report

Session 3:

LQ: Can I learn the cardinal and ordinal points of the compass?

Children to create their own compass with the 8 points of the compass

Session 4:

LQ: Can I revise the terms linked to the seasons and learn some of the geographical features of France?

Children look at annotated maps of France and collaborate to create their own map of France including features mentioned in their weather reports.

Session 5:

LQ: Can I collaborate to plan and write a weather report for a region or whole of France?

Session 6:

LQ: Can I share and perform my French weather report?

IMPACT

Year 6 linguists will be able to talk confidently using learnt vocabulary on the theme of weather, producing a fictitious weather report for France.

<p>the process and reflecting upon key elements of enquiry through the design process - style, influence, techniques, use of colour as Frati did.</p> <p><u>SESSION 4 - MAKE STAGE 2 - SECOND MONOPRINT LAYER</u> AS ABOVE - FOCUS ON OTHER KEY SHAPES, PATTERNS & COMPOSITION TO ADD TO THE DESIGN -Recapping sketching process -Incorporating techniques, style, influence and materials - think like the artist, reflecting back on designs & key elements of enquiry through the design process - style, influence, techniques, use of colour</p> <p><u>SESSION 5 - EMBELLISHING STAGE</u> -Complete embellish collaged work using threads, Contrasting colours EXHIBIT STAGE -Exhibit work and view peers -Assembling of pieces as a collection interpreting work of others and make comments in connection to use of styles, influence, techniques, use of colour</p> <p>IMPACT Year 6 children will create a layered monoprint piece, representing shape, pattern and symbol associated with Viking longships. They will construct this in the style of artist, Maria Frati and with a secure understanding of her inspiration, influence and distinctive techniques as a printmaker.</p>	<p>space to travel into at speed. Bronze- I can run forward with the ball.</p> <p><u>Session 5:</u> LQ: Can I select the best ways to attack and defend? Gold- I can involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game) Silver- I can run with the ball at speed, dodging tackles and passing with accuracy. Bronze- I can look for passes and run forward with the ball. I can backward pass when tagged.</p> <p><u>Session 6:</u> LQ: Can I select the best ways to attack and defend? Gold -I can consistently pass with accuracy, at chest height, whilst running with the ball and apply tactics to select the best ways to attack and defend. I can critically evaluate my own performance and the performance of others. Silver -I can put pressure on defenders by tracking and looking for space to travel into at speed to receive passes. I can evaluate my own performance and the performance of others. Bronze -I can run forward with the ball and pass backwards to a player once tagged. I am beginning to evaluate my own performance and the performance of others.</p> <p>IMPACT Year 6 rugby players will have a growing understanding of how to play tag rugby, be good decision makers, collaborate with their teammates and enjoy these sessions.</p>			
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