

Year Group - 6	Term – Spring Term	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – The Victorians Class Text: Wild Boy by Rob Lloyd Jones		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Context, Big Questions and Wider World impact

What did the Victorians do for us ?

Subject specific learning areas

Science

Prior learning and where the objectives are revisited later in the year.	Key year group learning	Main journey of the unit
<p>Previous years</p> <ul style="list-style-type: none"> -Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) -Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) -Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans) 	<p>Can we....? / Do we know...?</p> <ul style="list-style-type: none"> -Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. -Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. -Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants. Investigation – proving mould is a living thing. What helps it grow. Proving yeast is a living thing. Investigation – environmental factors that cause/inhibit mould growth 	<p>Science</p> <p>Lesson 1 -Key Vocabulary of Living things, Discussion of what is a living thing, leads into how we begin to classify different living things – making links to the natural history museum visit. Narrow in on classification of vertebrate animals. Finish with Living Creature Quiz</p> <p>Lesson 2 – Recap of previous week of learning about invertebrates and the classification of living things by Carl Linnaeus. Children follow through a branching key for animals ahead of creating their own branching key with liquorish all-sorts.</p> <p>Lesson 3 – Marvellous Microbes – What is a microbe? What are bacteria? – Discussion of good bacteria and bad bacteria. How bacteria and fungi play an important role in decomposing dead/waste material – What is a mushroom? Where are they found growing? What does this tell us about them? – Scientific drawing of a mushroom. Set up mouldy bread investigation</p> <p>Lesson 4 – Yeast. Is yeast a living thing? Set up yeast balloon investigation</p>

<p>Year 6 Focus Living things and habitats -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 -give reasons for classifying plants and animals based on specific characteristics</p> <p>Spring 2 Focus Animals including humans The circulatory system Investigation – lung capacity, does Lucozade improve performance?</p> <p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Revisit within this year</p>	<p>The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system. Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.</p> <p>Smoking investigation with straws</p>	<p>Lesson 5 – Human circulatory systems – What are the main organs? What is the process? Watch video and then children act it out. Possibly dissect a heart</p> <p>Lesson 6 Human Circulatory system – recap from lesson 5. Children draw out the circulatory system. How does smoking and drugs affect the body?</p>
Humanities – History & Geography		
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>	
<ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Can we....? / Do we know...?</p> <ul style="list-style-type: none"> create a Victorian history timeline To know where and why the cities expanded during Victorian times. To be able to place key events on their historical timeline that is developing through primary school. To know and understand the impact of Queen Victoria on the development of Britain and how 	

History
Lesson 1 – Introduction to Victorians. Look at pictures – what do they have in common? How do we know about the Victorians? Begin to develop a Victorian timeline – some of the key events that happened during the Victorian era. Narrow in on some of the changes to our major towns during the Victorian era – look at Reading and Liverpool.

<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Using maps/atlas to plan their trip and understanding how to locate landmarks using these.</p> <p>Using 8-point compasses to help find directions.</p> <p>Fieldwork of local area</p>	<p>certain key elements (such as industrialisation) contributed to this on a local and national scale – link to pepper moths covered in science in Term 1</p> <ul style="list-style-type: none"> • To explain the story of the development of Britain's industrialisation what life and entertainment was like during that period – link with Wild Boy class text • To ask and answer more complex questions about city changes during the Victorian period of industrialisation compared to now. Consider north/south divides • To compare a range of sources of evidence (including maps, photos etc.) of the local area that contributes to our understanding of what life was like for people at this time • To know the contrast in daily life in Reading compared to now • To use reliable historical evidence to discuss the contrast between life before and after industrialisation <p>Whilst studying the Victorians, children will locate all the countries of the British Empire and consider the impact of the British Empire during that time compared to now.</p> <p>Children will create Kahoot quizzes for each other about the locations of countries, capital cities and mountain ranges in the different continents</p> <p>Planning a trip to Reading:</p>	<p>Lesson 2 – Life during the Victorian time. What was life like for children during Victorian times – links with class text. Recap timeline. How can we tell what life was like for Victorian children and did it get any better? Photos of graveyard memorials – what can we learn from this? Put the children acts in chronological order. Listen to audio diary story of a chimney sweep – children answer comprehension APE questions. Using the information from the timeline and sources to write a short paragraph about how life changed for Victorian children.</p> <p>Lesson 3 – Industrialisation – The birth of cities. What was the industrial revolution? What do you think were the main factors that led to the boom? (6 key factors) then explain each one – 1) Population Boom 2) Improved agriculture 3) Factories 4) Power 5) Transport 6) Empire</p> <p>Lesson 4 – Victorian Entertainment – Venn diagram of modern entertainment vs Victorian entertainment. The birth of the seaside holiday – why did this happen? The circus – why was this so popular? Sporting development – Why did this happen?</p> <p>Lesson 5 – Plan trip to Reading – What do we want to see? What signs are there that Reading developed during the industrialisation of the Victorian Era?</p> <p>Lesson 6 – Review Trip to Reading and write leaflet about Victorian Reading and the changes. - To know where and why the cities expanded during Victorian times. including Reading's development locally.</p> <p>Geography</p> <p>Lesson 1 – What does the saying, 'The sun never set on the British Empire.' mean? How does that make you feel? How do you think it made people in those countries feel? Map out the countries under British rule during the height of the Victorian era.</p> <p>Lesson 2 – What did Britain gain from other countries? What did other countries gain from Britain? Was it a story of symbiosis?</p> <p>Lesson 3 – Develop a Kahoot locational quiz about the global Victorian Empire.</p>
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Arts and Design

Prior learning and where the objectives are revisited later in the year.

Key year group learning

Previous years

Can we....? / Do we know...?

Year 6

Artist – William Morris

Media – Repeated patterns and print

Focus – To continue to develop an increasing awareness of different kinds of art and design

Outcomes

Repeated pattern in the style of William Morris

Book covers – Wild Boy

Spring 2

Artist – Banksy

Media – Paint and print

Focus – To continue to develop an increasing awareness of different kinds of art and design

Outcomes

Banksy art work on rocks or wooden hearts

Pebble pattern art

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

Art

Lesson1 – Banksy – Art of Vandalism? Show some of the pictures – discuss the themes. Create their own graffiti tag of their name.

Lesson 2– Banksy portrait - scan a picture of YOU into the computer then change it on photoshop to “Photocopy” once printed off you will use acetate and a craft knife to create a stencil

Lesson 3 – Further develop stencil art

Lesson 4 – Develop Banksy meaningful design to go a rock or wooden heart to go up around the community

William Morris unit

Lesson 1 What is a pattern? Looking at patterns in the style of various artists- all contrasting and different uses of colours/ shapes.

Lesson 2 and 3What does a William Morris pattern look like? Focus on William Morris pattern, look at the style and how he repeated the use of vines, flowers and birds in his work. He used a lot of nature in his work, and depicts calm, earthy art, very neutral. Does this share any similarities with previous pieces of art that we have looked at? Could Morris have inspired any artists that we have seen/ do they share nay features in common?

Practice various elements of a William Morris design- e.g. flowers, birds, vines... Children practise producing a pattern of their choice from William Morris, only needs to be an a5 size, at least 2 x styles, review and critique (e.g. 20-minute sketch, then critique). Put on the critique gallery.

Lessons 4, 5, 6 and 7. How has William Morris inspired me?

Session 4: Children draft their chosen design in the style of William Morris spend two lessons drafting, and revising different pencil strokes and editing. (halve A4)

Session 5: critique and revise- pair up, children work with a couple of different children in round robin format and they critique and revise their work.

Session 6: children introduce the use of colour- via pastels or colouring pencils- can practice shading and styles for patterns.

Session7: colouring pencils, can use shading and styles for pattern, another editing and critique session, before revising work.

Computing and Technological Understanding

<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>	<p>Using https://energyinschools.co.uk/ and the lesson plans Children code microbits to determine the energy use of different appliances Children code the microbits to data log temperature and act as light sensors.</p> <ul style="list-style-type: none"> To use nested loops in code To use variables within code <p>(Follow lessons 19 -23) https://studio.code.org/s/express-2019</p>
<p>Year5</p> <p>Year 6 – Spring 1 and 2</p> <ul style="list-style-type: none"> To use nested loops in code To use variables within code Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms <p>lessons 19 -23) https://studio.code.org/s/express-2019</p>	<p>Can we....? / Do we know...?</p> <p>If functions nested loop functions and variables within the energy in school project</p> <p>Spring 2</p> <p>https://microbit.org/lessons/getting-active-unit-overview/ They are introduced to variables and develop their understanding through a mixture of unplugged and practical programming activities. Pupils design and program the micro:bit to be a star-jump and step counter and a family activity selector.</p> <p>They learn to use repeated if functions</p>	

<p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p>	<p align="center">✓</p>	<p>Trips/ Visits / Experiences</p>	<p>✓ Children will Plan a trip to Reading – What do we want to see ? What signs are there that Reading developed during the industrialisation of the Victorian Era ? Children will plan, cost and timetable the whole event. It will include travelling on the train.</p>
		<p>Vocabulary Oracy activities</p>	<p>Regular ABC discussion within class learning time. Children to present about the book they are reading to the whole class. A different child chosen each day to present.</p>

Discrete subject learning focus areas

<p>Music</p> <p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the</p>	<p>RE</p> <p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. Enquiry question Is anything eternal ? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death ?</p> <p>We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>
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song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Music throughout the decades- song writing

Enquiry question
 Is Christianity still a strong religion 2000 years after Jesus was on Earth?
 Do sacred texts have to be true to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community?
 Is religion the most important influence and inspiration in everyone's life?

PE

- I can involve others and motivate those around me to perform better.
- I can negotiate and collaborate appropriately.
- I can give and receive sensitive feedback to improve myself and others
- I cooperate well with others and give helpful feedback.
- I help organise roles and responsibilities and I can guide a small group through a task

PSHE

- Health and Wellbeing
- To explain what makes up a healthy meal
 - To explain the importance of nutrients and fibre
 - To explain the importance of hydration
 - To explain the importance of portion control
 - To interpret and understand the information on food labels
 - To know that legal and illegal drugs exist
 - To be aware of the risks associated with drug misuse
 - To understand the benefits of a growth mindset and explain how we can further develop growth mindsets
 - To understand the importance of exercise and understand the effects of exercise on the body
 - To explain the risks associated with alcohol
 - To explain the associated risks of volatile substance abuse, e.g. cannabis use
 - To explain the link between puberty and reproduction
 - To explore the process of conception and pregnancy
 - To know the types of difficulties people with dementia may experience
 - To explore ways in which communities can support people living with dementia
 - To understand how to develop positive self-talk
- red = healthy living
 blue = cleanliness and hygiene (including smoking, alcohol and drug use)
 purple = emotions and mindset
 Links with Science and cooking/nutrition

Jasmine unit 3
 Social Cog
 Dynamic balance on a line
 Counter balance with a partner

Events – Indoor athletics

- I can effectively transfer skills and movements across a range of activities and sports.
- I can perform a variety of skills consistently and effectively in challenging or competitive situations.
- I can use combinations of skills confidently in sport specific contexts.
- I can perform a range of skills fluently and accurately in practice situations
- I can perform a variety of movements and skills with good body tension.
- I can link actions together so that they flow.

Jasmine unit 4
Physical cog
Dynamic Balance to agility – jumping and landing
Static Balance – one leg
Events – Hockey

MFL
 Puedo (I can)
 listen attentively to spoken language and show understanding by joining in and responding
 *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 *read carefully and show understanding of words, phrases and simple writing

Final quality products	- Leaflet about Reading and its changes as a result of the Victorian era.	Home learning opportunities	- Weekly home learning to include:
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	<ul style="list-style-type: none"> - Moral themed Banksy art work on a rock or a wooden heart - Kahoot Geography quiz based on locational knowledge and the Victorian Empire - Energy in school project – meaningful coding project to link with climate change theme – driven by the children. 		<ol style="list-style-type: none"> 1) A piece of maths 2) A writing task 3) Reading 4) Learning reflection
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Enriching our curriculum and personal development opportunities.

Prior opportunities	Experience	Learning to come from those activities
	<p>Trip : Year group to plan a trip to Reading to explore the changes to town during the Victorian Era.</p> <p>Pause day – World religion day</p> <p>Inter school sport opportunities</p> <p>Leading assemblies and clubs</p> <p>Safer internet day</p>	<p>From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence. They will learn how to safely use the train and read train timetables.</p> <p>Through analysing similarities in values and beliefs, children will learn to understand and respect different religions around the world.</p> <p>Indoor athletics – our school representatives will learn how to compete in a humble way whilst supporting and valuing each member of their team</p> <p>Children will develop their self-esteem and self-worth as they give back to their school through leading assemblies and clubs</p>