

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 to empower themselves, their learning throughout their lives.
Name of Unit Overview – The Victorians		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
Class Text: Wild Boy by Rob Lloyd Jones		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

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
Previous years -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)	Can we....? / Do we know...? 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. Smoking investigation with straws Investigation - measure lung capacity	Science Lesson 1 – Review of living things and classification Lesson 2 – Human circulatory systems – What are the main organs? What is the process? Watch video and then children act it out. Possibly dissect a heart Lesson 3 Human Circulatory system – recap from lesson 2. Children draw out the circulatory system. Lesson 4 – How does your heart rate change when you exercise? Lesson 5 - How does smoking and drugs affect the body?
Focus Animals including humans The circulatory system Investigation – lung capacity, does Lucozade improve performance? -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		
Revisit within this year		

Humanities – History & Geography	
Prior learning and where the objectives are revisited later in the year.	Key year group learning
<ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <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 Using maps/atlasses to plan their trip and understanding how to locate landmarks using these. Using 8-point compasses to help find directions. Fieldwork of local area</p>	<p>Can we....? / Do we know...?</p> <ul style="list-style-type: none"> 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>
Arts and Design	
Prior learning and where the objectives are revisited later in the year.	Key year group learning
Previous years Year 6 Artist – Banksy Media – charcoal sketch Focus – To continue to develop an increasing awareness of different kinds of art and design 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	<p>Can we....? / Do we know...?</p> <p>Outcomes Meaningful designs in the style of Banksy that are put onto wooden hearts and hung around the local community</p> <p>Outcomes Banksy art work on rocks or wooden hearts Pebble pattern art</p>
<p>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 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>	

Computing and Technological Understanding		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Year5 Year 6 – Spring 1 and 2 <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 lessons 19 -23) https://studio.code.org/s/express-2019	Can we....? / Do we know...? If functions nested loop functions and variables within the energy in school project Spring 2 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. They learn to use repeated if functions	Using https://energyschools.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. <ul style="list-style-type: none"> ● To use nested loops in code ● To use variables within code (Follow lessons 19 -23) https://studio.code.org/s/express-2019 Create a video about online safety

<p>Prior learning:</p> <ul style="list-style-type: none"> ✓ Aspects of similarities and differences ✓ British values ✓ Learning about different cultures and UNICEF rights ✓ Using maps and atlases to locate major countries across the globe <p>Revisit within this year</p> <ul style="list-style-type: none"> ✓ Discussion of maps and atlases to find different countries 	<p>International Targets (choose all that apply):</p> <ul style="list-style-type: none"> ● Locate and identify countries on a map and providing the international context for this topic ● Understanding different cultures, values and customs ● Similarities and differences between UK and other countries ● Building tolerance and respect for other cultures ● Understanding details, similarities and differences of the lives of others, past and present ● Trade, tourism and travel (to and from UK) ● Identify activities and habits which are different from but equal to their own ● Significance of relevant celebrations / rituals ● Recognising individuality and independence of separate cultures 	<p>International Tasks:</p> <p><i>Starters/ Plenaries/ 15-30-minute activities</i></p> <ul style="list-style-type: none"> ● Discussion using google earth to explore which countries were under the Victorian British empire and what effects that had on the country and its society 	
<p>Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?</p>	<p>✓</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:</p> <ul style="list-style-type: none"> ● 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 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. <p>Music throughout the decades- song writing</p>	<p>RE</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> <p>Enquiry question</p> <p>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?</p>		

<p>PE</p> <ul style="list-style-type: none"> • I can involve others and motivate those around me to perform better. • 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. <p>Jasmine unit 4 Physical cog Dynamic Balance to agility – jumping and landing Static Balance – one leg Events – Hockey</p>	<p>PSHE</p> <p>Health and Wellbeing</p> <p>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</p> <p>red = healthy living blue = cleanliness and hygiene (including smoking, alcohol and drug use) purple = emotions and mindset Links with Science and cooking/nutrition</p>
<p>MFL</p> <p>Puedo (I can)</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>*explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>*engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>*read carefully and show understanding of words, phrases and simple writing</p>	
<p>Final quality products</p>	<ul style="list-style-type: none"> - Leaflet about Reading and its changes as a result of the Victorian era. - Moral themed Banksy art work on a rock or a wooden heart - Blooket 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. <p>Home learning opportunities</p> <ul style="list-style-type: none"> - Weekly home learning to include: <ol style="list-style-type: none"> 1) A piece of maths 2) A writing task 3) Reading 4) Learning reflection 5) Spelling Frame 6) SPAG.com 7) TT Rockstars

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>Inter school sport opportunities</p> <p>Leading assemblies and clubs</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>Children will develop their self-esteem and self-worth as they give back to their school through leading assemblies and clubs</p>
ECO		
Climate and sustainability education	<ul style="list-style-type: none"> - ECO project 	<p>What could we do to make a difference?</p> <ul style="list-style-type: none"> - Discuss butterfly effect - Reduce amount of energy used in our homes - Design a motivational Banksy inspired piece of art to display on a wooden heart around the community