

Year Group - 6	Term – Spring Term 2	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 Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</p> <ul style="list-style-type: none"> • 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) <p>Future Learning: Differences between species. (KS3)</p>	<p>Can we....? / Do we know...?</p> <p>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.</p>	<p>Science</p> <p>Lesson 1 – Classify living things</p> <p>Lesson 2 – Understand the kingdoms of life</p> <p>Lesson 3 – Classify living things using the Linnaean system</p> <p>Lesson 4 – Identify the characteristics of different types of microorganism</p> <p>Lesson 5 – Investigate asexual reproduction through spore dispersal</p> <p>Lesson 6 – Classify and describe a living organism</p>

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</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>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>
<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</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/Blooket locational quiz about the global Victorian Empire.</p>	
Arts and Design	
Prior learning and where the objectives are revisited later in the year.	Key year group learning
<p>Previous years</p> <p>Year 6</p> <p>Media – Water colours and silhouettes</p> <p>Focus – To continue to develop an increasing awareness of different kinds of art and design</p> <p>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>	<p>Can we....? / Do we know...?</p> <p>Outcomes Landscape of London</p> <p>Still art – Daffodil for Saint David's day</p> <p>Outcomes Banksy art work on rocks or wooden hearts Pebble pattern art</p>
<p>Art</p> <p>Lesson 1 - Create a wash</p> <p>Lesson 2 - silhouette of a Victorian skyline of London</p> <p>Lesson 3 silhouette of a Modern day skyline of London</p> <p>Lesson 4 – Daffodil still art for St David's day</p> <p>Lesson 5 – create a Banksy style art piece to go on a wooden heart to be put on the trees in the country park – the theme is "The butterfly effect" to link with climate change.</p>	

Computing and Technological Understanding		Computing.	
Prior learning and where the objectives are revisited later in the year.	Key year group learning	<ul style="list-style-type: none"> To use nested loops in code To use variables within code 	
<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>(Follow lessons 19 -23) https://studio.code.org/s/express-2019</p> <p>Create a video about online safety.</p>	
International Education (IE)			
Prior learning:	International Targets (choose all that apply):		International Tasks:
<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"> • 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) 		<p><i>Starters/Plenaries/15-30-minute activities</i></p> <ul style="list-style-type: none"> • Discussion using google earth to explore the influence of the British Empire • Final consideration of the question – Is it better to look backwards or to look forward ?

<ul style="list-style-type: none"> ✓ Discussion of maps and atlases to find different countries ✓ Comparing different cultures and religions 	<ul style="list-style-type: none"> • 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 	
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Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	✓	Trips/ Visits / Experiences	✓ 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.
		Vocabulary Oracy activities	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.

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</p> <p>• 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> <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?</p> <p>Do sacred texts have to be true to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>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. 	<p>PSHE</p> <p>Health and Wellbeing</p> <p>Lesson 1 - To identify long term goals and how to work towards them.</p> <p>Lesson 2 - To use mindfulness to manage emotions.</p> <p>Lesson 3 - To understand and plan for a healthy lifestyle.</p> <p>Lesson 4 - To understand the potential impact on technology on physical and mental health.</p> <p>Lesson 5 - To reflect on skills, that they have developed, to identify and respond to difficult situations.</p>

<ul style="list-style-type: none"> 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. 	Lesson 6 - To understand how habits can impact health.		
Games – Hockey and Basketball – end of term lead into cricket Events – Hockey		Links with Science and cooking/nutrition	
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			
Enriching our curriculum and personal development opportunities.			
Final quality products	<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 Kahoot Geography quiz based on locational knowledge and the Victorian Empire 	Home learning opportunities	<ul style="list-style-type: none"> Weekly home learning to include: <ol style="list-style-type: none"> A piece of maths A writing task Reading Learning reflection Spelling Frame SPAG.com TT Rockstars
Enriching our curriculum and personal development opportunities.			
Prior opportunities	Experience	Learning to come from those activities	
	Trip : Year group to plan a trip to Reading to explore the changes to town during the Victorian Era. Inter school sport opportunities Leading assemblies and clubs	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. Through analysing similarities in values and beliefs, children will learn to understand and respect different religions around the world. Children will develop their self-esteem and self-worth as they give back to their school through leading assemblies and clubs	
ECO			
Climate and sustainability education	<ul style="list-style-type: none"> ECO project 	What could we do to make a difference?	<ul style="list-style-type: none"> Discuss butterfly effect Where does our food come from ? Design a motivational Banksy inspired piece of art to display on a wooden heart around the community