

Year group: 6 Term: Autumn 1

Focus Subject: History

BIG Question: Have the Vikings been portrayed fairly throughout history?



Educate
Protect
Love
Serve

Key Vocabulary: Vikings, Scandinavia, warriors, craftsmen, trade, slave trade, migrated, settled, democracy

Practise at Home:

HW to reinforce learning Power Maths
Spellings

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Vikings experience day - hook

Relationships and Health Education:

We were created individually by God who cares for us and wants us to put our faith in Him.

- Physically becoming an adult is a natural phase of life.
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!
- To know that God calls us to love others.
- To know ways in which we can participate in God's call to us.

As Musicians, we will: listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

DT: As designers, we will:

Use research to develop design criteria that are fit for purpose. Disassemble products and describe in detail their functions. Use annotated sketches, cross-sectional, exploded diagrams and increasingly complex prototypes. Support discussions about ideas, plans and designs with relevant information. Investigate and begin to analyse a range of existing products. Use knowledge of similarities and differences between products with the same function to support identification of most effective product. Evaluate ideas and products against their own design criteria, taking into account the views of others. Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and the process of design.

RE: as theologians, we will:

Some children will be able to **make links** between their own ideas about love, their behaviour and how it affects other people's ideas about questions of unconditional love. Some children will be able to **compare** their own ideas about questions of unconditional love with the story of the prodigal son and the Christian's belief in God's forgiveness. Some children will be able to **give reasons** for a Christian's love and care. Some children will be able to **describe and show understanding** of the scripture, beliefs, feelings and experience of God's unconditional love and **make links** between them. Some children will be able to **show understanding** of how religious belief in God's unconditional love shapes life. Some children will be able to **show understanding** of how beliefs and values affect our love and care of each other. Some children will be able to **engage with and respond** to questions about loving, in the light of religious teaching.



Science: As scientists, we will: find out about humans and animals over time

Describe in simple terms how fossils are formed when things that have lived are trapped within rock
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.
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution



English: As readers and writers, we will:

Character and setting description, defeating a monster and information text
Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Maths: As mathematicians, we will:

Build on prior knowledge of place value and addition, subtraction, multiplication and division. Building of fluency and problem solving through pictorial, concrete and abstract.
Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers. Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication

PE: As athletes, we will:

Be able to; build our confidence with a variety of strokes and swim 25 metres
Basketball - Pass/receive the ball accurately whilst moving. select the best ways to defend. Select the best ways to attack and defend.

Art: As artists, we will:

develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

to know about great artists, architects and designers in history.

Geography: As geographers, we will: be able to locate and identify areas of the British Isles that the Vikings raided. How these areas were significant

MFL: As linguists, we will learn: link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes. read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.

History: As historians, we will: Learn that Vikings were not just raiders, but also traders. Or more accurately, were both, but at different times.

Computing: As programmers, we will: explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should

Half term overview

St. Mary's Catholic Primary



Term: Autumn 1

Focus: Teacher: JH and HR

Dates	W/C 5 th -8 th Sept	W/C 11 th -17 th Sept	W/C 20 th -24 th Sept	W/C 27 th -1 st Oct	W /C 5 th -9 th Oct	W /C 12 th -16 th Oct	W/C 19 th -23 rd Oct
Book recommendation - Viking Boy	Viking boy Chapter 1 - 6	Viking boy Chapter 7 - 13	Viking boy Chapter 14- 20	Viking boy Chapter 21 - 27	Viking boy Chapter 28 - 34	Viking boy Chapter 35 - 40	Viking boy Chapter 40 - 42
Events	hook						
Genre:	Start of Y6 recap Photo prompts	Start of Y6 recap Titanium	T4W Beowulf Defeating a monster	T4W Beowulf Defeating a monster	T4W Beowulf Defeating a monster	T4W Beowulf Information text – Viking ships, Vikings, a raid or settlements	T4W Beowulf Information text – Viking ships, Vikings, a raid or settlements
English First two weeks focussing on the basic sentence structures, grammar use and punctuation	clear handwriting and capitalisation sentence structure building adjectives and adverbs into writing	character description Show, not tell action and setting ISPACE openers cohesion	imitation	innovation	Independent application	Boxing up key info and structure	Plan 1 st draft Edit Final draft
Spelling	Spelling shed Phase6 Phase 2 – LA group	Spelling shed Phase 6 Phase 2 – LA group	Spelling shed Phase6 Phase 2 – LA group	Spelling shed Phase 6 Phase 2 – LA group	Spelling shed Phase6 Phase 2 – LA group	Spelling shed Phase 6 Phase 2 – LA group	Spelling shed Phase 6 Phase 2 – LA group
Grammar	GPS Focus Punctuation non negotiables Proper nouns Common nouns Capital letters	GPS Focus Commas Parenthesis Word classes	GPS Focus Expanded noun phrases ISPACE	GPS Focus Coordinating conjunctions Subordinating clauses Subordinating conjunctions	GPS Focus Relative clauses Fronted adverbials	GPS Focus	GPS Focus

<p style="text-align: center;">Maths</p> <p style="text-align: center;">Place value</p>	<p>Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation</p> <p>Daily 5:5 Weekly 15:15</p>	<p>Reason from known facts</p> <p>Daily 5:5 Weekly 15:15</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Humans and Animals over time</p>	<p>How random changes in characteristics can lead to an advantage in an organism How the survival of these organisms leads to evolution How Charles Darwin came up with the theory of evolution</p>	<p>What a fossil is and how it is made What fossils show us about changes in species over time Why fossils do not give us a complete record of past organisms</p>	<p>Name of each of the animal kingdoms Key traits of each animal kingdom How the evolutionary tree shows us how animal kingdoms are related</p>	<p>Which groups of organisms existed in each period Which groups of organisms existed in each period The reasons why some organisms became extinct</p>	<p>Key stages in the development of Homo sapiens Describe the impact of Homo sapiens on plants Describe the impact of Homo sapiens on animals</p>	<p>Describe the decline in numbers of species over the last 200 years Describe the impact of Homo sapiens hunting animals and cutting down forest Know what a conservationist is and what they are trying to do</p>	<p>Assessment and present learning</p>

<p>RE</p>	<p><u>Creation</u></p> <p>±</p> <p><u>LOVING</u></p> <p>EXPLORE</p> <p>The love and care of people</p> <p>WALT identify the power of love</p> <p>Share own experiences of being loved and loving, e.g. through their relationships as a daughter/son, parent, aunt/uncle, cousin, grandparent etc.</p> <p>LF 1</p> <p>God loves and cares for his people even in difficult times</p> <p>WALT understand how deeply God love and cares for us</p> <p>The Prophet, Isaiah, was inspired by God to urge people to look forward to the coming of the Messiah, the Saviour, who would rescue them from those who threatened them. Isaiah was writing at a time when many people had been captured and exiled in Babylon and wondered whether they would ever return</p>	<p>LF 2</p> <p>We don't have to do anything to make God love us</p> <p>WALT explain how our beliefs can shape our life</p> <p>Titus was a Gentile that is someone who is not Jewish. He converted to Christianity and helped Paul to spread the Good News of God's love. The letter to Titus that is in the New Testament is addressed to him in Crete where Paul left him to help the church there.</p> <p>LF 3</p> <p>Unconditional love</p> <p>WALT identify and understand the difference between conditional and unconditional love</p> <p>Jesus told many stories to help his friends understand difficult things. His parables (stories with special meanings) still have meaning for people today. When you read them, you have to think and try to work out the message that Jesus is giving to his friends today and what messages they have for you?</p>	<p>LF 4</p> <p>Forgiveness is an essential part of unconditional love</p> <p>WALT identify how love and forgiveness form unconditional love</p> <p>Discuss what the characters are saying, notice how each is positioned in relationship to the other. Consider the concept of forgiveness and what it entails in the forgiver and the forgiven. Luke 15: 11-32</p> <p>LF5</p> <p>Knowing we are loved we can grow in love</p> <p>WALT explore and describe how values from the Gospel are lived out in different communities</p> <p>Near the beginning of Jesus' ministry, a large crowd had gathered to hear his words, to be encouraged and to learn how to shape their lives in a more loving way. This teaching is called the <i>Sermon on the Mount</i> because Jesus went up a hill so everyone could see and hear him. It is also called the <i>Beatitudes</i></p>	<p>LF 6</p> <p>God never stops loving</p> <p>WALT understand that God loves everyone no matter what</p> <p>All through the Bible, we find messages of God's love, care and forgiveness. In John's gospel, Jesus speaks of his Father's love and the greatest love we can have.</p> <p>RESPOND</p> <p>Remembering, celebrating and responding to the love and care of people around them and that God's love is unconditional and never ending</p>	<p><u>BELONGING</u></p> <p>EXPLORE</p> <p>Commitment in life</p> <p>WALT explore the significance of commitment</p> <p>Think of the word <i>commitment</i>. What do you think it means? (e.g. dedication, loyalty, promise, pledge, devoted)</p> <p>Whatever you do in life, you need commitment to do it well. Think about some of the jobs people do, some paid and some voluntary</p> <p>LF 1</p> <p>Being called</p> <p>WALT identify the importance of Jesus' calling</p> <p>Through the Sacrament of Baptism, all Christians are called to share in the mission of Jesus. Jesus' mission was to make known God's love for everyone and show people that living in God's way brings love, justice and peace for all the world. There are many different ways of carrying out this mission. God calls each of us to a particular vocation in life. The word 'vocation' means 'calling' – that is responding to the call of Jesus. In Explore, we saw how people show commitment in everyday life. The special call of Jesus requires a lifelong commitment.</p>	<p>LF 2</p> <p>The vocation of a priest</p> <p>WALT explore the vocation of a priest and the responsibilities they have</p> <p>Some people's vocation is to marriage or the single life or to the religious life. Some people's vocation is to become a priest. A priest chooses to follow Jesus in the service of others in the Church. This is his response to God's call to a life lived with love for God's people. The apostles were called by Jesus to follow him and, in response, they left everything to be with him.</p> <p>LF 3</p> <p>The sacrament of ordination</p> <p>WALT understand the sacrament of ordination</p> <p>At the end of his training, if the man is still committed to being a priest and is sure God is calling him to this life and if his bishop accepts him, he will be ordained – that is he receives the sacrament of Holy Orders or Ordination. This sacrament is celebrated during Mass and it is the bishop who ordains.</p>	<p>LF 4</p> <p>The call to religious life</p> <p>WALT explore what it takes to fulfil a vocation</p> <p>Some men and women are called by God to live their vocation in the religious life. This means that they are called to live in a religious community as brothers, sisters or priests.</p> <p>This call may come to a person as a small voice inside them, or perhaps through something they have read in a book, seen in a film, in a conversation with someone, which prompts them to believe that God is calling them to serve him in a special way.</p> <p>LF 5</p> <p>Vows and services</p> <p>WALT show our understanding of how living out vows shapes people's lives.</p> <p>Like people who commit themselves to be friends or to be married, anyone entering religious life makes a commitment. People who get married make vows to each other and</p> <p>commit themselves to family life. A person entering religious life also makes a vowed commitment.</p> <p>Religious vows, like those of marriage, are taken seriously as a way of life. They allow those who have chosen the religious life a freedom to pray and to help people. Vows, then,</p>
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Computing	To explain the importance of internet addresses <ul style="list-style-type: none"> I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites 	o recognise how data is transferred across the internet <ul style="list-style-type: none"> I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets 	To explain how sharing information online can help people to work together <ul style="list-style-type: none"> I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared 	To evaluate different ways of working together online <ul style="list-style-type: none"> I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration 	To recognise how we communicate using technology <ul style="list-style-type: none"> I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes 	To evaluate different methods of online communication <ul style="list-style-type: none"> I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private 	assessment
History Anglo Saxons Vikings	Context Lesson – Chronology, Enquiry Question and Vocabulary What was Saxon England like and why was it an attractive target? To make links between new and existing knowledge Use Lesson Plan 1 available in the history planning folder	Historical Enquiry Lesson – Chronological links and concurrent timelines To make links between multiple timelines Use Lesson 2 plan available in the history planning folder	Historical Enquiry Lesson – How were the Vikings viewed by the Saxons? To extract and interpret sources of evidence	Historical Enquiry Lesson – How should we view the Vikings? To extract and interpret evidence from multiple sources Use Lesson 4 plan available in the history planning folder	Historical Enquiry Lesson – How did England change over the course of this period of history? To explore cause and effect Use Lesson 5 plan available in the history planning folder.	Historical Enquiry Lesson – Is King Alfred worthy of being called Great? To pursue a line of enquiry Use Lesson 6 plan available in the history planning folder. Outcomes – Answer the overall Enquiry Questions– Answer the EQ using PEEL focus on the need to include – specific vocabulary, evidence learned in lessons. Teacher to decide the medium that this is presented in.	assessment
PSHE/ RSE	Understanding friendships			Gifts and talents			