

Oak Class – Cycle A and B

Autumn Term - 1st Half Term

Learning Challenge – The Vikings. Were the Vikings always victorious and vicious?

Text and Writing Outcome	<u>Fiction</u> The Saga of Eric the Viking by Terry Jones Odd and the Frost Giants by Neil Gaiman Focus – Description of character, setting, atmosphere and vocabulary. Writing Outcome – Writing a Viking Saga		<u>Non- Fiction</u> Recount and Explanation Writing Outcome – Write a recount of a visit to Jorvik Viking Centre Writing Outcome – Write an explanation of the Viking invasion of the UK.		<u>Poetry</u> Performance Poetry Lyrics to Viking Saga songs. Writing Outcome – Perform a poem.		<u>Wider Reading</u> Viking Saga songs Viking Sagas Viking Boy – Tony Bradman Viking Tales – Jennie Hall	
Maths	Place Value Numbers to 10000000	Ordering and Rounding numbers Negative numbers	Addition Subtraction Multiplication Division	Compare and order fractions. Add, subtract, multiply and divide fractions	Fractions of an amount	Geometry Position and Direction		
Knowledge mat / Focus Question	Vikings (Were the Vikings always victorious and vicious?)							
	Knowledge			Skills		Vocab		
Science								
History	<p><u>The Vikings</u> <u>Were the Vikings always victorious and vicious?</u> (PlanBee) (New focus- has Viking content within it.)</p> <p>Who were the Anglo-Saxons and did they like the Vikings? (Viking invasion)</p> <p>Who were the Vikings and why did they have a reputation of being</p>	<p><u>National Curriculum Requirement</u> Know how Britain changed between the Stone Age and 1066, including the Stone Ge period and the occupation of Britain by the Romans, Anglo-Saxons and Vikings.</p> <p><u>Knowledge Objectives.</u> Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know that the Vikings frequently won battles with the Anglo Saxons. Know about Viking invasions. Know about Viking settlements.</p>	<p><u>Chronology and Timelines</u> Use timelines to demonstrate changes and developments in culture, religion and society. Know the date of any significant event studied from the past and place it correctly on a timeline. Demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past. Describe main changes in a period in history using words such as: social, religious, political, and cultural. Identify specific changes within and across different periods over a long period of history.</p> <p><u>Historical enquiry and interpretation</u> Understand that bias and politics play a part when seeking a balanced evidence base for considering events in the distant past.</p>	<p><u>Key Vocab</u> archaeologist raids vicious longhouse berserkers longship Odin Danelaw misconception Jorvik Scandinavia</p>				

	<p>fierce raiders? (new focus)</p> <p>Why did the Vikings come to Britain and how did they make their journey and where did they settle (Settlements)</p> <p>What did the Brits learn from the Vikings?</p> <p>How did the Vikings live when they came to Britain?</p>	<p>Key Knowledge. Not all Vikings were warriors. Many came in peace and become farmers. The lands that the Vikings occupied were known as Danelaw. No Vikings wore horns in their helmets. Vikings spoke Norse, which had an alphabet made up of runes. Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. Vikings were pagans and often raided monasteries, looting gold. The most important Viking British city was York, or Jorvik as it was known by the Vikings.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past. Appreciate that people in the past represent events or ideas in a way that may be to persuade others. Form opinions about historical events from a range of sources. Know the difference between primary and secondary sources and the impact of this on reliability.</p>	
Geography				
Art				
D+T	<p><u>Cooking and Nutrition – Celebrating Culture and seasonality.</u></p> <p>End Product – Viking Stew and Bread.</p>	<p><u>Prior learning.</u> Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</p> <p><u>Designing</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><u>Making.</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p>	<p><u>Key Vocab</u></p> <p>Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs .</p> <p>fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality.</p> <p>utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble.</p>	

		<p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/ charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p>Technical knowledge and understanding. Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p>		<p>design specification, innovative, research, evaluate, design brief</p>
<p>Computing</p>	<p>Online Safety 4 lessons (1,2,4 and 6)</p>	<p>A digital footprint means the information that exists on the internet as a result of a person's online activity. What steps are required to capture bullying content as evidence. It is important to manage personal passwords effectively. What it means to have a positive online reputation. Some common online scams.</p>	<p>Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to make them. Learning strategies to capture evidence of online bullying to seek help. Recognising that updated software can help to prevent data corruption and hacking.</p>	<p>Key Vocab anonymity antivirus biometrics block consent digital footprint digital personality financial information hacking inappropriate malware online bullying online reputation password personal information phishing privacy settings private reliable source report respect scammers screen grab screenshot secure selfie software updates</p>

	<p>Computing systems and networks</p> <p>Bletchley Park</p> <p>3 lessons (1,2 and 3)</p>	<p>To understand the importance of having a secure password and what “brute force hacking” is.</p> <p>To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.</p> <p>To know about some of the historical figures that contributed to technological advances in computing.</p> <p>To understand what techniques are required to create a presentation using appropriate software.</p>	<p>Learning about the history of computers and how they have evolved over time. Using past experiences to help solve new problems.</p> <p>Writing increasingly complex algorithms for a purpose.</p> <p>Debugging quickly and effectively to make a program more efficient.</p> <p>Remixing existing code to explore a problem.</p> <p>Changing a program to personalise it.</p> <p>Evaluating code to understand its purpose.</p> <p>Predicting code and adapting it to a chosen purpose.</p> <p>Using search and word processing skills to create a presentation.</p> <p>Understanding how search engines work.</p> <p>Understanding the importance of secure passwords and how to create them.</p> <p>Using search engines safely and effectively.</p>	<p>Acrostic Code</p> <p>Brute force hacking</p> <p>Caesar cipher</p> <p>Chip and pin system</p> <p>Cipher</p> <p>Code</p> <p>Combination</p> <p>Contribute</p> <p>Convince</p> <p>Date shift cipher</p> <p>Discovery</p> <p>Hero</p> <p>Invention</p> <p>Nth Letter Cipher</p> <p>Password</p> <p>Pig Latin</p> <p>Pigpen cipher</p> <p>Present</p> <p>Scrambled</p> <p>Secret</p> <p>Secure</p> <p>Technological advancement</p> <p>Trial and error</p>
<p>Music</p>	<p>Happy</p>	<p>Follow the plan for Year 6 Unit 1 on Charanga Musical School.</p>		<p>Composition</p> <p>Improvise</p> <p>Tuning</p> <p>Performance</p> <p>Version</p>
<p>RE</p>	<p>Teachings, wisdom and authority.</p> <p>What can we learn by reflecting on words of wisdom from religions and world views?</p> <p>What do sacred texts and other sources say about God, the world and human life?</p>	<p>Describe and connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Bible</p> <p>Torah</p> <p>Quar’an</p> <p>Moral codes</p> <p>Five precepts</p> <p>Commandments</p> <p>Wisdom</p>

<p>MFL French</p>	<p>Language Angels Phonics and Pronunciation Lesson 4. At School</p>	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Explore the irregular, high frequency verb 'aller' (to go) in full. 	<p>See language unit glossary</p>
<p>PE</p>	<p>Gymnastics 1 Basketball</p>	<p>Perform counterbalances and counter tension balances. Support a partner using body weight and core strength. Support using 1, 2, 3 or 4 points of contact. Use push and pull in counter tension/counter balances. explore a range of rolls and incorporate safely into partner routines. Roll safely with or without support. Tuck head into their chin onto their chest. Use entrances and exits into and out of rolls. Perform to roll on, off and over apparatus within routines. Support partner using body weight and core strength. Roll safely on, over and off apparatus. Tuck head and chin in when rolling protecting head and neck. Roll in sequences on, off and over apparatus. Support partner using body weight and core strength. Roll safely on, off and over apparatus. Tuck head and chin in when rolling protecting their head. Perform shoulder and headstands safely with or without support. Hold all or some of their body weight safely. Support others safely to maintain balance and shape. Explore balances using different points of contact. Incorporate stands into cannon and or unison performances. Incorporate shapes and balances into performances. Support and perform each other and perform safely in small groups. Safely perform headstands and shoulder stands. Pass and dribble with the ball. Dribble with their head up and show awareness of others. Give and receive a pass. Make space to receive a pass. develop the skills for shooting. Shoot with the correct technique. dribble and then shoot. Shoot with the correct technique at the end of a dribble. Defend and mark an opponent. Defend using the defensive stance. Mark in a game situation. Apply learnt skills to a small sided game.</p>	<p>Entrance, exit, counter tension, counter balance, push, pull, points of contact, body parts, forward roll, backward roll.</p> <p>Chest pass, bounce pass, dribble, space, shoot, arc, aim, target, push, balance, accuracy, defend, mark, wide, strong, opponent, intercept.</p>
<p>PSHRE (SCARF)</p>	<p>Me and My Relationships (Year 6)</p>	<p>Pre Unit Assessment- Me and My Relationships Demonstrate a collaborative approach to a task. Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise' Suggest positive strategies for negotiating and compromising within a collaborative task. Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. List some assertive behaviours. Recognise peer influence and pressure. Demonstrate using some assertive behaviours through role-play, to resist peer influence and pressure. Recognise and empathise with patterns of behaviour in peer-group dynamics. Recognise basic emotional needs and understand they change according to circumstance. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond more positively to others. Describe ways in which people show their commitment to each other. Know the ages at which a person can marry depending on whether their parents agree.</p>	

		<p>Understand that everyone has the right to be free and choose who and whether to marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings.</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online.</p> <p>Describe safe and respectful behaviours when using communication technology.</p> <p>Post Unit Assessment- Me and My Relationships</p>
Trips / Days	Perlethorpe - Vikings	

Oak Class – Cycle A and B Spring Term – 2nd Half Term

Learning Challenge – How do maps help us find our way around?

Text and Writing Outcomes.	<u>Fiction</u> Pig Heart Boy by Malorie Blackman		<u>Non-Fiction</u> Explanation text		<u>Poetry</u> If by Rudyard Kipling – Narrative Poetry		<u>Wider Reading</u>	
2 nd Half Term	Focus – Argument / Discussion Writing Outcome – Write a reasoned argument whether it was right to use a pigs heart.		Writing Outcome – Write an explanation of the Circulatory System.		Writing Outcome – Write own narrative poem.		My Amazing Circulatory System – Ariel McKinney	
Maths Whole Term	Add, subtract, multiply and divide decimals	Percentages	Algebra	Converting Units	Perimeter, Area and Volume	Ratio		
Knowledge mat / Focus Question	How do maps help us find our way around? (Mapping)							
	Knowledge			Skills			Vocabulary	
Science								
History								
Geography	<p>Mapping Skills</p> <p><u>How do maps help us find our way around?</u></p>	<p>National Curriculum Requirement</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Map Work</p> <p>Use digital maps to follow and create routes across the world and to talk about changes in settlements over time.</p>			<p>Key Vocab</p> <p>Ordnance Survey Grid reference Aerial photograph Time zones</p>	

	<p>What is a Digimap and how can it be used to help find out more about the local area?</p> <p>How can Google Earth help to find out more about the world and its continents?</p> <p>What are Ordnance Survey maps and what do the symbols stand for?</p> <p>How can I use a six-figure grid reference?</p> <p>Why do we have time zones and how do they work?</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Knowledge Objectives</u> Know why the south and north poles have long periods of light or dark according to the time of year and know how people living there adapt their lives accordingly. Know about the time zones and work out differences.</p> <p><u>Key Knowledge</u> Know what a Digimap is and use it to know more about our area. Use Google Earth to help us know more about the Earth's continents. Know what an Ordnance Survey map is and what the symbols stand for. Know how to use a six-figure grid reference system. Know how to conduct a survey and present my findings appropriately.</p>	<p>Understand how time zones work and be able to relate time of places compared with Greenwich meantime. Use six-figure grid references to identify features on a map, including the use of a key.</p> <p><u>Fieldwork and Sketching</u> Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio). Evaluate their own annotated sketches (against the criteria).</p> <p><u>Data Collecting</u> Construct line graphs and pie charts arising from your own line of enquiry. As a result of their findings, know what the next set of questions are to ask.</p>	<p>Map symbol Cartography.</p> <p><u>Additional Vocab</u> Eastings Northings Elevated position Direct-down Cartographer Six-figure grid reference Survey Field sketch Data Relief map Prime Meridian.</p>
<p>D+T</p> <p>Mechanical Systems - Cams</p>	<p>Designing and making a toy for a younger child</p>	<p><u>Prior learning</u></p> <ul style="list-style-type: none"> • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of different types of movement. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. 	<p>cam, snail cam, off-centre cam, peg cam, pear shaped cam</p> <p>follower, axle, shaft, crank, handle, housing, framework.</p> <p>rotation, rotary motion, oscillating motion, reciprocating motion.</p> <p>annotated sketches, exploded diagrams.</p>	

		<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project. 		<p>mechanical system, input movement, process, output movement.</p> <p>design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief</p>
Computing	<p>Data Handling 1</p> <p>Big Data 1</p> <p>4 lessons (1,3,4 and 5)</p>	<p>Data contained within barcodes and QR codes can be used by computers.</p> <p>Infrared waves are a way of transmitting data.</p> <p>Radio Frequency Identification (RFID) is a more private way of transmitting data.</p> <p>Data is often encrypted so that even if it is stolen it is not useful to the thief.</p>	<p>Understanding and identifying barcodes, QR codes and RFID.</p> <p>Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</p> <p>Understanding how barcodes, QR codes and RFID work.</p> <p>Gathering and analysing data in real time.</p> <p>Creating formulas and sorting data within spreadsheets.</p> <p>Learning how 'big data' can be used to solve a problem or improve efficiency.</p>	<p>algorithm</p> <p>barcode</p> <p>boolean</p> <p>brand</p> <p>chip</p> <p>commuter</p> <p>contactless</p> <p>data</p> <p>encrypt</p> <p>infrared</p> <p>proximity</p> <p>QR code</p> <p>QR scanner</p> <p>radio waves</p> <p>RFID</p> <p>signal</p> <p>spreadsheet</p> <p>systems analyst</p> <p>transmission</p> <p>wireless</p>
Music	You've got a friend	Follow the plan for Year 6 Unit 4 on Charanga Musical School.		<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>

RE	Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; Find out about and respond with ideas to examples of co-operation between people who are different; Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Christianity Hinduism Judaism Humanists Vulnerable Charities Natural disasters Disabilities
MFL French	Language Angels Vikings	By the end of this unit we will be able to: <ul style="list-style-type: none"> Name the six key periods of Ancient Britain in French. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French. 		See language unit glossary
PE	Dance 2 Tennis	Perform a simple range of movements based on an Olympic flame. Explore, repeat and link a range of actions with coordination. Combine and link a number of movement phrases and patterns. Combine and link a number of movement phrases and patterns within a group. Perform a dance routine based on the Olympic Games. Control the ball and develop a cooperative rally. Play a forehand and backhand shot. Play a rally. Use their skills in a competitive situation. Develop the underarm serve. Serve accurately underarm. Apply the skills in a competitive situation. Develop footwork and the return of serve. Develop the serve and recognise how to score a point. Demonstrate a developed overhead serve. Demonstrate a developed underarm serve. Play strategically with the aim of winning points.		Phrase, gesture, stance, level, unison, canon, coordination, Olympic, pentathlon, stadium, javelin, discus, long jump, wrestling. Serve, underarm, catch, return, diagonal. Forehand, backhand, rally, ready position, smash.
PSHRE (SCARF)	Rights and Responsibilities (Year 6)	Pre Unit Assessment- Rights and Responsibilities Define the terms 'fact', 'opinion', 'biased' and 'unbiased' explaining the difference between them. Describe the language and techniques that make up a biased report. Analyse a report also extract the facts from it. Know the legal age for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves online. Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain some benefits of saving money. Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the cost that goes into producing an item. Suggest a sales process for a variety of items, taking into account an array of factors. Explain what is meant by the term interest. Recognise and explain that different jobs have different levels of pay and the factors that influence this.		

		<p>Explain the difference types of tax which help to fund public services.</p> <p>Evaluate the difference between public services and compare their value.</p> <p>Explain what we mean by the term voluntary, community and pressure group.</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>Explain what is meant by living in an environmentally sustainable way.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>Post Unit Assessment- Rights and Responsibilities</p>
Trips/days	<p>Comic Relief</p> <p>Academic Year 2024-2025 – Sherwood Forest orienteering</p>	