

Creative Curriculum Unit of Work

Year: 6		Topic: The Vikings	
English:		History/Geography	
<ul style="list-style-type: none"> Text: Viking Boy by Tony Bradman – a story from a historical context <p>Writing:</p> <ul style="list-style-type: none"> Descriptive writing/ writing a Viking quest Write effectively for an audience Plan writing Draft and write by selecting appropriate grammar and vocabulary Evaluate and edit <p>Reading:</p> <ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support them Retrieve, record and present information from non-fiction Explain implied meanings Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify with evidence Predict what might happen from details stated Identify different layers of meaning in a text Identify and comment on the use of expressive, figurative and descriptive language Evaluate the presentation of texts Express preferences for a text <p>Grammar:</p> <ul style="list-style-type: none"> Powerful vocabulary Speech punctuation Parenthesis () , - Expanded noun phrases Build cohesion within and across paragraphs Relative clauses Colons and semi-colons Tense consistency including the progressive form Hyphens 		<ul style="list-style-type: none"> Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor To know how people’s lives have shaped this nation ad how Britain has influenced and been influence by the wider world To develop use of historical terms To understand methods of historical enquiry To develop a chronologically secure knowledge and understanding pf British, local and world history To note connections, contrast and trends over time To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance To construct informed responses that involve thoughtful selection and organisation of relevant historical information To understand how our knowledge of the past is constructed from a range of sources 	
Science	Art and Design/Design Technology	Personal, Social, Health & Economic Education	Computing
<ul style="list-style-type: none"> 	<p>Viking figureheads</p> <ul style="list-style-type: none"> To observe and draw basic patterns of Viking artwork Improve mastery and technique of: drawing, painting and sculpture using clay. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand that there are different perceptions about ‘normal’ I understand how being different could affect someone’s life I can explain how one person or a group can have power over others I understand some of the reasons why people bully I can give examples of people with disabilities who live amazing lives 	<p>Search engines</p> <ul style="list-style-type: none"> To use search technologies effectively To understand how search engines work To appreciate how search results are selected and ranked To evaluate the reliability of search results
Religious Education	French	Music	Educational visits
<p>Easter: Did Jesus have to die?</p> <ul style="list-style-type: none"> Select information from learning / the Bible that helps to answer the question ‘Did Jesus have to die?’ Suggest answers to questions raised by the death of Jesus (e.g. <i>what would be the consequences of Jesus’ choice?</i>) using relevant sources and evidence Apply their ideas and reflections on the concept of sacrifice, atonement or reconciliation to their own and others’ lives Suggest what might happen as a result of their own or others’ actions 			

Wow factor!	Supporting your child's home learning
<p>World Book Day – 4th March Return back to school- 8th March</p>	<p>Remote learning:</p> <ul style="list-style-type: none"> • Ensure your child has a quiet space to learn and is ready to join our sessions at 9am, 11:40am and 1:45pm • Ensure your child is spending about 40 minutes on each independent learning task • Encourage your child to continue reading 5 x per week (15mins) and to access TT Rockstars 5 x per week (15 mins) <p>When at school:</p> <ul style="list-style-type: none"> • PE on Tuesday and Friday – PE kit to be worn to school on these days (spare socks & school shoes to be brought in a named bag) • Water bottle to be brought into school daily • Reading – 5 x per week (15 mins) • Times tables - 5 x per week (15 mins)