

Year 6 Autumn Term 2

Big Question(s)

Were the Vikings really vicious?
Can we illuminate Badgerbrook this Christmas?



Dear Parents and Carers,

We hope you have had an enjoyable break.

Here is the curriculum map for our work leading up to Christmas.

Best wishes,

Mrs Carvell and Miss Stevens

As writers we will

Write an informal diary entry and formal letter reporting on events during the Viking raid of Lindisfarne using: relative clauses, prepositional phrases, adverbials, conjunctions, informal/formal vocabulary and tone – including developing passive voice.

We will then begin to investigate Viking sagas, studying Egil's Saga and his praise poem to King Eirik, in order to write our own praise poem including imagery, metaphor and kennings.

This will lead us to study further sagas so that we can write our own. Our sagas will develop our ability to create setting and character description as well as atmosphere. This writing will give use further opportunity to practise use of: varied positioning of subordinate clauses, including relative clauses, to add detail or context; brackets for incidentals; dashes to emphasise additional information; colons to add further detail in a new clause; semi-colons to join related clauses as well as a variety of adverbials and conjunctions.

To complete the term's learning about the Viking period, we will write a newspaper article, discussing the merits of the three claimants to the throne in 1066 – Harald Hardrada, Harold Godwinson and William of Normandy. We will begin to learn to incorporate the subjunctive as we further rehearse the use of formal vocabulary and tone including use of the passive voice, as well as all other taught grammar features.

Sticky words for this half term are:

settlement, ancient, barbarian, conquest, expedition, heathen, merchant, pillage, plunder, hoard, civilization, conquer, migration, international, interpretation, secondary evidence, connection, argument, relevant, development

Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage

<p><u>As readers we will</u></p> <p>Familiarise ourselves with Viking Sagas and , in particular, ‘Viking Boy’ through which we will practise our core comprehension skills.</p>		
<p><u>As mathematicians we will learn to:</u></p> <p><u>Fractions</u></p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$)</p> <p>divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>use our knowledge of the order of operations to carry out calculations involving the four operations</p> <p><u>Geometry</u></p> <p>describe positions on the full coordinate grid (all four quadrants)</p>	<p><u>As historians we will</u></p> <p>Continue to develop our knowledge of the Middle Ages by:</p> <p>Learning about the Viking raid on Lindisfarne, introducing the early contact between the Anglo-Saxons and Vikings; being able to construct scaled timelines to set the overview.</p> <p>Exploring some of the primary sources available that recount the conflict from a Saxon perspective.</p> <p>Comparing the timelines of the multiple periods of history (Saxon, Viking and Abbasid Caliphate) to allow them to see how they are linked together and cross over. We will focus on scaling and the duration of events.</p> <p>Understanding the switch from raiding to invasion and conquest. Then, how King Alfred managed to defend Wessex and eventually establish a coexistence with the Danelaw.</p> <p>Investigating how the actions of Alfred’s children (Edward and Æthelflæd) continued their father’s work to establish the defensive network of fortifications. Then, how they played a key role in</p>	<p><u>As designers we will:</u></p> <p>Build on our electrical circuit work in science, to design and construct a working burglar alarm capable of protecting precious Viking artefacts.</p> <p>We will also consider the talent of William Kamkwambo, an African boy, who harnessed the wind using his mechanical and electrical skill; providing electricity to his rural community.</p> <p><u>As musicians we will</u></p> <p>Study the song ‘The Fresh Prince of Bel Air’ by Will Smith. The Fresh Prince of Bel Air is a Hip Hop track, written as the theme tune to a popular television show of the same name.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.</p> <p>During the course of the unit we will learn:</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed.

<p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p><u>Decimals</u></p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p>repelling the Vikings. And finally, how the Saxons began to reclaim the Danelaw.</p> <p>Creating an overview of the later Saxon and Viking/Danish kings to identify the trends (conflict and short reigns). Culminating in the way in which the Saxon period ended at the Battle of Hastings.</p> <p>At the end of the topic we will write a balanced argument to reach a conclusion as to whether the Vikings really were vicious, and we will organise our understanding of the period into a non-chronological report. Both pieces of writing will enable us to further practise relevant English writing skills.</p>	<ul style="list-style-type: none"> • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To play the accompanying Instrumental parts. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To understand and use the first five notes of the scale while improvising and composing. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song. • To undertake all these independently
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<p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p><u>Percentages</u></p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360) and the use of percentages for comparison</p>	<p><u>As athletes we will</u></p> <p>Develop our gymnastics skills, performing a variety of floor and vault movements.</p> <p>In outdoor PE, we will enhance our basketball skills.</p> <p><u>In Religious Education we will:</u></p> <p>Consider what religions say to us when life gets hard.</p> <p><u>In PSHE we will:</u></p> <p>Learn about our emotions and anti-bullying</p>	<p><u>As electrical scientists we will:</u></p> <p>Enter the Dragons' Den (!) to market our prototype Christmas decorations:</p> <ul style="list-style-type: none"> • Plan electric circuit investigations to consolidate current electrical knowledge • Establish current understanding of electricity and approaches to working scientifically • Set up a series of enquiries that explore electrical circuits and various effects • Record findings in tables and graphs • Identify from circuit diagrams those circuits that will or won't work • Draw an accurate circuit diagram • Research and explain why electrical components behave as they do in terms of resistance • Investigate, design and make dimmer switch • Describe how a dimmer switch affects resistance • Build a working circuit • Explain how components work • Select appropriate batteries • Present findings from prior investigations through presentation <p>Our topic will culminate in the creation of a persuasive campaign to persuade the Dragons to invest in our products.</p>
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In computing we will:

Investigate the strong link between spreadsheets and mathematics

- Explore probability
- Create computational models capable of solving mathematical problems
- Use a spreadsheet to plan pocket money spending
- Plan a school charity event

In French we will

Learn to discuss what we do at the weekend:

- Ask what the time is in French.
- Tell the time accurately in French.
- Learn how to say what we do at the weekend in French.
- Learn to integrate connectives into our work.
- Present an account of what we do and at what time at the weekend