

Year Group: 6	Term: Spring 1	Vikings	Classes: Media, Entertainers and Transport	Teachers: Miss Pickrell and Mr Nelson
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: Week 1	Date: Week 2	Date: Week 3	Date: Week 4	Date: Week 5	Date: Week 6
English Miss Leak's and Miss Pickrell's group	Macbeth Fiction genre – Active story telling Narrative – setting description	Banquo letter Poem – Macbeth Witches Spell	Lady Macbeth confession	Non Fiction genre: Biography Shakespeare		Fiction – Globe Theatre
	NC Link: Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes Maintain positive attitudes to	NC Link: Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Plan his/her writing by noting and developing initial ideas, drawing on reading and research	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and	Plan his/her writing by noting and developing initial ideas, drawing on reading and research Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning Draft and write narratives, describing settings, characters and atmosphere		Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class

	<p>reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for his/her views</p>	<p>where necessary Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) Draft and write narratives, describing settings, characters and atmosphere Integrate dialogue to convey character and advance the action. Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning Draft and write by linking ideas across paragraphs using grammatical connections and ellipsis Evaluate and edit by proposing reasoned changes to vocabulary,</p>	<p>enhance meaning</p> <p>Draft and write by linking ideas across paragraphs using repetition of a word or phrase</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Draft and write by linking ideas across paragraphs using repetition of a word or phrase</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</p> <p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Draft and write by accurately précising longer passages</p> <p>Draft and write by linking ideas across paragraphs using repetition of a word or phrase</p> <p>Draft and write by linking ideas across paragraphs using grammatical connections and ellipsis</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>Understand the use of subjunctive forms such as 'If I were' or 'Were they to come'</p>
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		<p>grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>Use expanded noun phrases to convey complicated information concisely</p>			<p>in some very formal writing and speech</p>
<p>Reading</p>	<p>Macbeth</p> <p>Weekly Independent Comprehension</p> <p>Range of texts to support skills including - Classic texts – Secret Garden, Treasure Island, Black Beauty, Peter pan, Jungle book and Wind in the Willows.</p> <p>Miss Livermore’s set will also use a range of text including – Roald Dahl, Non Fiction texts about Crows/Wolves/Snakes</p> <p>NC link:</p> <ul style="list-style-type: none"> • Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling • Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes • Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions • Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing • Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books • Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration • Understand what he/she reads by identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Provide reasoned justifications for his/her views <p>L.O.</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. 				

	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. Provide reasoned justifications for views					
DEAR		Highwayman				
Maths- Maths No Problem MN	Decimals	Decimals	Measure	Measure	Ratio	Algebra
EP	Fractions	Fractions		Fractions, decimals and percentages	Word problems	Word problems
Maths- Cross Curricular	Reflection	Position and movement		Measure	Angle	Angle
History			Lesson: to understand what life was like in London during Shakespeare's time. LO: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Activity: List the events that happened during Shakespeare's era. Explain the living conditions in London Debate which era the children would rather live in	Lesson: Biography of William Shakespeare LO: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Activity: Ask questions about the life of Shakespeare. Research answers Write biography	Lesson: Biography of William Shakespeare LO: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Activity: Ask questions about the life of Shakespeare. Research answers Write biography	Lesson: History of the Globe theatre LO: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Activity: Match the areas in the Globe to label picture Categorise the different plays that were held in the globe Write an information leaflet / tweet.

Geography						
Science	<p>Lesson: Light LO: To recognise that light travel in straight lines. To understand that objects are seen because they give out or reflect light into the eye by creating a model of light travelling. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Activity: List sources of natural and artificial light. Categorise sources of light. Explain how light travels in order for us to see objects. Discuss what would happen if light did not travel in a straight line.</p>	<p>Lesson: Light LO: To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a periscope and explaining how it works. Activity: Illustrate how we use the mirror to bend the light to help us see. Explain how we can bend light in order to see things. Justify when we would need to be able to bend light in the world around us.</p>	<p>Lesson: Light LO: To recognise that light appears to travel in straight lines by investigating refraction. I can investigate how refraction changes the direction in which light travels. Activity: Tell someone what refraction is. Explain what refraction is and how it works.</p>	<p>Lesson: Light LO: To recognise that light appears to travel in straight lines by exploring prisms and creating colour wheels. I can investigate how a prism changes a ray of light to show the spectrum. Activity: Use a torch to shine a ray of light through a prism, holding a piece of card in front of the refracted ray. Recognise the light ray splitting into the colours of the spectrum. Describe their observations. Explain how their prism split the ray of light into the colours of the visible spectrum. Research and determine how rainbows in the sky are created.</p>	<p>Lesson: Light LO: To fully investigate how light enables us to see colours. Activity: Recall facts from Newton’s Discovery. Predict what they will see when they look at the coloured counters or sweets though different coloured filters. Explain how we see colours and how filters work. Review results and Discuss reliability and ways to check any ambiguous results.</p>	<p>Lesson: Light LO: To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. To identify scientific evidence that has been used to support or refute ideas or arguments. Activity: Discuss whether shadows are the same shape as the object that casts them. Perform a shadow puppet show using the differentiated Experiments and Enemies Script, about the dispute between Isaac Newton and Robert Hooke over Newton’s theory of light and colour.</p>
DT						
Art	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and 	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and 	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and 	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of 	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<p>Express yourself. Self-portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas

	<p>revisit ideas</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history <p>L.O: Explore how clothing can be used express ourselves. To explore how clothing can be used express ourselves.</p> <p>Activity: List how people can use it to express their personality, interests and hobbies</p> <p>Identify how they express themselves, their personality and their interests.</p> <p>Design themselves the perfect outfit</p>	<p>revisit ideas</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history <p>L.O: To observe and draw different facial expressions.</p> <p>Activity: List how do you express your emotions?</p> <p>Look at a few facial expressions and discuss how the person is feeling.</p> <p>Look closely at the cartoon versions of emotions and discuss the exaggerated features. Discuss why they think the cartoonist does this.</p> <p>Create (draw) four emotions as cartoon faces.</p>	<p>revisit ideas</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history <p>L.O: To explore how lines and fonts can express ideas.</p> <p>Activity: Show the children a line. What kind of line is it? What might this kind of line express? What emotion, sound or action would you associate with this line? Match the line to the emotion</p> <p>Display some different fonts. Infer - What can the children tell about the person who uses them?</p> <p>Identify words or short phrases about themselves. What makes them unique? What hobbies do they have? Which people are important to them? Is there anything from their culture which makes them special?</p> <p>Use the words they have generated about themselves to create an</p>	<p>art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history <p>L.O: explore how artists use colour to express themselves in their art. To explore how artists use colour to express themselves in their art.</p> <p>Activity:</p> <p>Explain what they like / dislike from a piece of given art - Reveal the artist as Pablo Picasso and discuss the piece's background.</p> <p>Explain what they like / dislike of a picture by Kandinsky</p> <p>Describe the piece as being Kandinsky's response to music</p> <p>List emotional responses to different colours</p> <p>Choose five emotions from the word bank and use colour and shape to illustrate their chosen emotions on their emotion wheel.</p>	<ul style="list-style-type: none"> 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] about great artists, architects and designers in history <p>L.O: study the artwork of Chuck Close and explore his techniques. To study the artwork of Chuck Close and explore his techniques.</p> <p>Activity:</p> <p>Identify a physical feature which is completely unique to them</p> <p>Use the techniques studied to create their self-portrait in fingerprints</p>	<ul style="list-style-type: none"> 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] about great artists, architects and designers in history <p>L.O: To choose the appropriate resources to create a piece of art</p> <p>Activity:</p> <p>Create a piece of art in chosen technique</p>
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			outline of themselves to create a calligram portrait of themselves.			
Computing	<p>Lesson: E-safety</p> <p>LO: Learning Objectives <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> compare and contrast their responsibilities to their offline and online communities. reflect on the characteristics that make someone an upstanding citizen. devise resolutions to digital dilemmas. <p>Activity:</p> <ul style="list-style-type: none"> Define the Key Vocabulary term digital citizen. Emphasize that a digital citizen is more than just an Internet user. It's someone who chooses to act in safe, respectful, and responsible ways online. Explain to students that they are going to create digital citizen superheroes who use their great powers to help people act safely, responsibly, and 				<p>Lesson: Appy Hour</p> <p>NC Links:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Lesson: Appy Hour</p> <p>NC Links:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	<p>respectfully online.</p> <ul style="list-style-type: none"> • Create a three-column chart with the terms "Safe," "Responsible," and "Respectful" written at the top of each column. Invite students to suggest words or phrases that describe how people can act safely, responsibly, and respectfully online, and then write them in the appropriate column. (Alternatively, have students write their words or phrases on sticky notes and post them on the chart.) Create a Save the Day! Comic Strip 					
PE	<p>Elizabethan dance</p> <p>Lesson: Charleston</p> <p>LO: perform dances using a</p>	<p>Lesson: Bhangra</p> <p>LO: perform dances using a range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>	<p>Lesson: Flamenco</p> <p>LO: perform dances using a range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>	<p>Lesson: Irish</p> <p>LO: perform dances using a range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>	<p>Lesson: 1960s</p> <p>LO: perform dances using a range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>	<p>Lesson: Children's choice</p> <p>LO: perform dances using a range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>

	<p>range of movement patterns</p> <p>Activity: Warm up, learn dance, perform, evaluate and cool down.</p>					
PSHE	<p>Lesson:</p> <p>LO: To research, discuss and debate to discuss and debate issues concerning health and wellbeing</p> <p>Activity:</p> <p>research topical issues that concern health and wellbeing</p> <p>summarise their findings, including identifying the problems arising from the issue</p> <p>generate ideas for how this issue and the related problems may be addressed</p> <p>prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing</p>	<p>Lesson:</p> <p>LO:</p> <p>To learn: why and how laws are rules and laws are made</p> <p>how to take part in making and changing rules</p> <p>Activity:</p> <p>List examples of rules and laws that protect us and keep us safe</p> <p>identify who helps to uphold rules and laws in our local community / wider community</p> <p>explain how the democratic process works in Britain (voting system, political parties, Parliament)</p> <p>explain how laws can be changed democratically at a national level</p>	<p>Lesson:</p> <p>LO:</p> <p>To learn: how anti-social behaviours can affect wellbeing</p> <p>how to handle, challenge or respond to anti-social or aggressive behaviours</p> <p>Activity:</p> <p>explain what is meant by anti-social behaviour (see Additional Guidance1)</p> <p>describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others</p> <p>justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong</p> <p>List examples of or demonstrate strategies that can be used to defuse aggressive behaviour</p> <p>identify when managing</p>	<p>Lesson:</p> <p>LO:</p> <p>To learn: about different kinds of responsibilities (home, school, community and the environment)</p> <p>Activity:</p> <p>explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future</p> <p>explain the balance of rights and responsibilities in relation to school, home, communities and/or the environment</p> <p>compare individual and group rights and responsibilities and how these can come into conflict</p> <p>explain how society (local, national or world-wide) relies on people carrying out their responsibilities</p> <p>describe and demonstrate skills to support home, school, local community and environment</p>	<p>Lesson:</p> <p>LO:</p> <p>To learn: about resolving differences, respecting different points of view and making their own decisions</p> <p>Activity:</p> <p>identify situations when conflict, disputes or differences might arise</p> <p>describe the choices people need to make in order to help resolve differences</p> <p>explain ways of seeing others' points of view (e.g. hot seating, stepping into someone else's shoes)</p> <p>identify how this can help people make decisions or form their own viewpoints</p>	<p>Lesson:</p> <p>LO:</p> <p>about what it means to be a part of a community</p> <p>about different groups / individuals that support the local community</p> <p>about the role of voluntary, community and pressure groups</p> <p>Activity:</p> <p>explain what is meant by being part of a community in relation to the school, local and wider community</p> <p>explain what we mean by the terms voluntary, community and pressure group</p> <p>List examples of voluntary or community groups that support health and wellbeing, including in relation to the environment</p> <p>identify reasons people form or join pressure groups and why they are needed</p>

			<p>other people's behaviour is beyond their ability and where and who to go to for help</p> <p>explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves</p> <p>identify appropriate examples of where people can help, advice and support regarding anti-social</p>			<p>evaluate ways in which pressure groups gain support to address the needs of the community and the environment</p> <p>identify how this can lead to social change</p>
RE						<p>Lesson: Human rights</p> <p>Belief and action in the world</p> <ul style="list-style-type: none"> • learn what human rights are • learn what Christianity and other religions teach about human rights <p>reflect on the importance of human rights</p> <p>LO: To define human rights To know how different religions teach human rights Reflect on the importance of human rights</p> <p>Activity: Define what human right is.</p> <p>Explain how different religions teach human rights</p>

						Assess the importance of human rights and explain what it would be like if they weren't there.
Music	<p>Unit: Benjamin Britten - A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <p>NC Links:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter - related dimensions of music • 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. 	<p>Unit: Benjamin Britten - A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter - related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 				

	<p>Activity: Use bodies to find the rhythm of the song. Tell each other about the song using correct language. Use the correct musical language to appraise the song. Plan a performance. Decide which instruments to use and create a piece.</p>	<ul style="list-style-type: none"> • 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 <p>Activity: Use bodies to find the rhythm of the song.</p> <p>Tell each other about the song using correct language.</p> <p>Use the correct musical language to appraise the song.</p> <p>Plan a performance. Decide which instruments to use and create a piece. Tell each other about the song using correct language.</p> <p>Identify ways the song could be changed.</p> <p>Assess their work today and share other ideas. Modify the song in some way.</p> <p>Perform</p>				
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Languages						
British Values	<p>Lesson: Individual Liberty Lesson 5: Exploring my individual liberties and my values</p> <p>LO: I can explore my own individual liberty to be who I want to be (within the rules!)</p> <p>Activity: Categorise the similarities and differences of different people in a Venn diagram.</p>	<p>Lesson: Mutual Tolerance and respect for diversity Lesson 1: People Equal Poem/ Performing the poem</p> <p>LO: To perform a poem in groups and as a class To understand how all people are equal and different</p> <p>Activity: Perform a poem displaying the fact that all people are equal.</p>	Ongoing references to Individual Liberty and Mutual Respect			
Outdoor Learning	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	<p>Lesson: Make a Viking Longship</p> <ul style="list-style-type: none"> LO: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Lesson: Make a Viking Longship</p> <ul style="list-style-type: none"> LO: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Lesson: Make a Viking Longship</p> <ul style="list-style-type: none"> LO: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Lesson: Make a Viking Longship</p> <ul style="list-style-type: none"> LO: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>

		Activity: Design a Viking Longship	Activity: Construct a Viking Longship	Activity: Construct a Viking Longship	Activity: Evaluate the Viking Longship	
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Vikeing making weapons