

**Nurturing a caring community, in which every child learns well.**

**Driver 1: Citizenship**

Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

**Driver 2: Aspiration**

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.



**Long Term Project Planning: Learning Objectives**

**Year Group:** Y6

**Term:** Spring 2 (Summer 1)

**Project Stimulus:** Portals to the Past – Viking Day

**Project Outcome:** Viking Museum

## Long Term Project Planning

Year Group: Y6

Term: Spring 2 (Summer 1)

Subjects Taught Discretely

### PE

#### Orienteering

Take part in outdoor and adventurous activity challenges both individually and within a team:  
Can they follow a map in a familiar context?  
Can they move from one location to another following a map?  
Can they use clues to follow a route?  
Can they follow a route safely?

Real PE: Physical Skills  
Dynamic balance and agility – Jumping and landing  
Static balance – one leg

### Computing

#### Internet Research – making PPTs

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning evaluating digital content. to create multi-media presentation about Vikings, linked to text.

### Music

#### Music Express: Roots

Musical performance about the slave trade in South Africa.  
Ghanaian Songs, beats and rhythms leading to a whole class performance.  
**Listening and reviewing:** Identify different ensemble combinations and instruments heard and their role within the ensemble eg ostinato; melody  
Which instruments are playing the melody/ostinato etc).  
**Composing:** Improvise with confidence and an awareness of rhythm, context and purpose.  
**Signing**  
Confidently sing part songs and canons with control, expression, phrasing and dynamics.

### RE

Judaism, Buddhism, Islam, Christianity – Teachings, Wisdom and Authority:

What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and world views?

#### Can pupils:

- Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions?
- Can pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1<sup>st</sup> Surah, the Opening) are seen as sources of wisdom in different communities?
- Can they respond thoughtfully to the ideas found in the texts with ideas of their own?

### PSHE

#### Core Theme 1: Health and Wellbeing (H)Core Theme 2:

**Relationships (R) H2** how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **H3.** to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet **R13.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, and gender(see 'protected characteristics' in the equality act 2000). **R17.** about the difference between, and the terms associated with, sex, gender and identity. **R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership **R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

### Cooking

Viking bread  
Can children make basic bread dough using a traditional recipe?  
Knead and make a bread roll

### French

#### L'interview

Week 1. Revision - family members  
Week 2. Pronouns and verb avoir  
Week 3. Present tense, expressing opinions  
Week 4. Projet - Conversation written  
Week 5. Projet - Conversation verbal

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## Long Term Project Planning: Learning Objectives

**Year Group:** Y6

**Term:** Summer 1

**Project Stimulus (Visit/Visitor/Experience):** Portals to the Past – Viking Day in school

**Project Outcome:** Museum

## Long Term Project Planning

**Year Group:** Year 6

**Term:** Summer 1

**Subjects Taught Discretely**

### Physical Education

Athletics

Can they demonstrate stamina?  
Can they use their skills in different situations?

Real PE: Health and fitness

- Static balance
- Coordinate footwork

### Computing topic:

Computational Thinking + Programming A  
How do I build complex physical systems in Flowol

To understand that variables are values stored by a computer program that can change while a program is running, e.g. a score or number of lives

### Music

Music Express – Moving on

Looking forward and back to celebrate happy memories in their lives

Staff notation: recognise notes on the staff and note values eg semiquaver, quaver, crotchet, minim and semibreve.

Improvise with confidence and an awareness of rhythm, context and purpose.

### Religious Education

Teachings, wisdom and authority:

What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and world views?

### PSHE

Personal, Social and Health Education/SRE

Core Theme 1: Health and Wellbeing (H)

Core Theme 2: Relationships (R)

H2 how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, and gender (see 'protected characteristics' in the equality act 2000).

R17. About the difference between, and the terms associated with, sex, gender and identity.

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

### French

#### Défilé de mode

Week 1. Revision - les numéros

Week 2. Ta valise

Week 3. Les vêtements: adjectifs

Week 4. Défilé de mode

Week 5. Projet - Que portes tu?

Week 6. Projet – Que portes tes amis?