Year 6

**History**
- Find out about Britain’s settlement by Anglo-Saxons and Scots
- To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Know about some of the significant individuals and events of the time
- Develop a chronological awareness
- Ask questions about the Vikings and find answer using different sources

**Sciences**
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- Taking repeat readings when appropriate

**Key Questions:**
What does a heart do? What are the parts of a heart called? How does diet affect the heart? How can we keep our hearts healthy? Who were the Anglo Saxons and Vikings? How did they live? Who was Edward the Confessor? What was Danegeld?

Children will have learnt through the tasks planned:
- That diet and exercise keep our hearts healthy
- That the heart pumps blood around the body, which in turn transports oxygen and nutrients
- How to report findings clearly
- The names of notable Vikings and Saxon Kings
- How Vikings and Anglo Saxons lived
- To interpret a range of sources of historical information.
**Home learning**
- Weekly Spellings
- English and Maths weekly
- Daily reading

**English:**
- Our text this term will be ‘Viking Boy’ by Tony Bradman
- Instructions/ recipes
- Commas for clauses, modal verbs, apostrophes, subjunctive mood, passive tense
- Narrative writing including dialogue
- Discreet spelling alongside topic words for spelling
- Handwriting weekly

**Computing: Kodu**
- Add objects to a world and program them using when and do instructions
- Plan and design the features of an original virtual environment
- Program a character to walk around
- Create a path for a character to follow
- Use tools to raise and lower landscape and change the size of the ground
- Create a racetrack with an end goal for a game
- Discuss and evaluate the presentations and give reasons for the decompose code into smaller parts and explain it in their own words

**Maths:**
- Measures – estimating, converting, using, volume, capacity & length
- Line graphs
- Shape – 2D and 3D
- Angles
- Translation
- Algebra
- Solving problems involving all of the above

**PSHCE:**
- Collaborative and co-operative working
- Turn taking
- Listening skills

**PE:**
- Team work,
- Speed and agility
- Strategy
- Fair play

**RE: The Church in the community**
- I can begin to identify the impact the Church makes in our local community.
- I can describe the impact the Church makes in our local community.
- I can describe why people belong to the church in our community.
- I can identify what I gain from being part of a community and how I and others contribute to it.
- I can describe what I gain from being part of a community and how I and others contribute to it.
- I can express my own views on the challenges of belonging to a church community (eg. church school).

**Design and technology: potato klubb (Norwegian dumplings)**
- understand what a healthy and varied diet is
- prepare and cook a savoury dish using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.