

Project on a Page

Term: Autumn

Year Group: 6



Essential Question: Can the past successfully meet the future?

rigorous, engaging, authentic, learning.

Project Summary - APP development based on Vikings/ their invasion of the local areas and how this influenced lives today. Develop knowledge of Vikings to create an outdoor viking museum and use knowledge to create a coded game, information and quizzes about the Vikings. APP to be launched for the wider world.

Project Launch - Visit Apple Store to learn about App development. Discover a Viking tribe and create a Viking helmet to become part of the tribe.

Educational Visits/ Outdoor Learning (Forest School Links) - Apple Store; Tynemouth and Tynemouth; That History Bloke? Links with Forest School to create an outdoor viking museum.

Driving Text - How to Train your Dragon

Reading Spine Texts - Holes

Everyone Can Create- Get started with code 1 and App development with swift.

Everyone can create photography.

Project Specific Vocabulary-

Travel, conquer, merchant, Danelaw, runes, seafaring, Old Norse, longship, descendants, , hoard, settlement, craftsman, Jovik, chieftain, explorer,trade, berserker, blacksmith, colonise, invader, Danegeld, raid, journey, feast, figurehead, merchant, tunic.

SOLE Questions-
Who were the Vikings?
Were the Vikings good invaders?

Deepening Learning Skills Focus-
Collaborate
Curious & Creative

Project Tune- Experts - When?
Autumn 1 - That History Block to provide feedback on Viking houses we are creating.
Autumn 2 - Apple store to support with app development.

Science Units to be taught this term-
Living things and their habitats
Evolution and inheritance

Classroom Environment- Google office

. Watering Hole- Writing areas

Cave- Book Corner

Campfire-

Products- What are you going to do/ write/ create/ build?



Be Specific- How will multiple drafting be used to enhance your product?

Mini Outcome 1 - create an outdoor viking village

Curriculum Area- History
PCMD Opportunity- Peer critique of Creating Viking longhouses -Expert critique from The History Bloke

Mini Outcome 2 - create a Viking game

Curriculum Area- Computing
PCMD Opportunity- Visit to Apple store for experts to critique and suggest improvements online game

Mini Outcome 3- create information and quizzes and finalise app.

Curriculum Area- History and Computing
PCMD Opportunity- Peer critique of viking information.

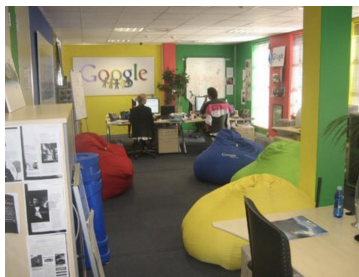
Final, Real World Outcome / Lasting Legacy

Create an app to be launched.



Immersion Inspiration:

21st Century meets a Viking Settlement!



Timeline	Milestones	<i>Opportunities to celebrate cultures and diversity:</i> Different beliefs and values (Viking Gods) Different life styles (Anglo Saxons and Vikings)
Autumn 1 Week 1 - Thursday 5th September	Project Launch - App development at Apple Store TBC	
Autumn 1 Week 4 TBC	Viking cookery at Churchill - TBC	
Autumn 1 Week 5 Thursday 3rd October	Visit to Tynemouth Priory	
Autumn 1 Week 8 - Tuesday 22nd Oct	Outdoor Viking Museum on field/main hall presented.	
Autumn 2 - week 5TBC	Apple store for feedback and support developing Viking game.	
		<i>Career/ Entrepreneurial Opportunities:</i> Computing/Programming Historian Artist/Designers Advertising
		<i>How have children's interested been planned for?</i> Outdoor environment/Forest School Invaders in the local area
		<i>Physical Education:</i>



Literacy Planning

Dates: 4/9/19
-13/9/19

Genre:

Poetry

Purpose/Hook/ Audience for writing linked to project:

Linked to Viking Project

Genre Specific Vocabulary to be taught:

- Verbs ending in 'er'
- Technical vocabulary
- Descriptive language

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPas and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- Seasonal Kennings
- Beowulf -identify Kennings within

Key features included:

- List
- Figurative language ie.Alliteration
- Verbs ending in er

Challenge/Gold included:

- Use a metaphor

Evidence in books at the end of the Starting Piece Sessions: Write a Kennings poem on something related to Summer

Session starter prior to reading:

Ideas:

Look at what a verb is
Descriptive language
Generate ideas based on Summer

How will the WAGOLL be read and discussed with the children?

Whole class read
Text on Seesaw
Adult available to support where needed.

Group discussion on Beowulf - Chn to work together to identify Kennings features within story

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Independent rubric jotted down in books

What will the children write independently? (Theme for writing/topic)

Kennings poem based on Summer

Support for children to be able to produce a starting piece for the genre:

Pictures of the summer

Challenge:

Chn to include a metaphor within their Kennings poem

Uplevelled descriptive language

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPas errors independently.

Focus for the reflection:

- Spelling - wOdds ending in -er. Are they spelt correctly?
- exception words? High frequency words?
- GPas - Use of -er verbs. Precise vocabulary

Challenge suggestions:

- Select specific GPas objectives for year group to include.
- Questioning by adult - asking about GPas, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

Teacher.

Incidental Writing Opportunity to apply this genre:

Viking character description - chn to pick out descriptive words to use within poem.



Dates: 16/9/19 -
4/10/19

Literacy Planning

Genre:

Information text

Purpose/Hook/ Audience for writing linked to project:

Linked to Viking Project

Genre Specific Vocabulary to be taught:

- Technical vocabulary (Viking)
- Relative clauses and pronouns
- Parenthesis

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPas and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- Information text on Romans
- Information text on animals

Literacy Shed video - Viking village

Key features included:

- Main title
- Brief description/introduction.
- Sub-titles
- Facts to match sub-titles
- Relative clauses
- Sub-ordinate clauses
- parenthesis
- Technical vocabulary

Challenge/Gold included:

- Multi-clausal sentences.
- Shift/concise control of formality

Evidence in books at the end of the Starting Piece Sessions: Write an information text based on their school (Stephenson./Grasmere).

Session starter prior to reading:

Ideas: Recap use of punctuation (basic and higher order).

How will the WAGOLL be read and discussed with the children?

Whole class read
Text on Seesaw
Adult available to support where needed.

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Independent rubric jotted down in books

What will the children write independently? (Theme for writing/topic)

Information text about School

Support for children to be able to produce a starting piece for the genre:

Template for children (if required)
Mind map of information

Challenge:

To be able to use multi-clausal sentences

To use a shift in formality (informal introduction to formal sections)

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPas errors independently.

Focus for the reflection:

- Spelling - year 3 / 4 common exception words
- exception words? High frequency words?
- GPas - What is a relative clause/subordinate clause?
Parenthesis

Challenge suggestions:

- Select specific GPas objectives for year group to include.
- Questioning by adult - asking about GPas, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

Peer critique after first draft.
Teacher critique prior to final draft

Incidental Writing Opportunity to apply this genre:

Setting description of settlement. Diary to practice different clauses (Viking day).



Dates: 7/10/19 -
25/10/19

Literacy Planning

Genre:
Story

Purpose/Hook/ Audience for writing linked to project:

Linked to Viking Project - How to Train your Dragon sequel - Hiccup's son catches a dragon.

Genre Specific Vocabulary to be taught:

- adverbials
- Adjectives to improve descriptions
- Noun phrases, adverbial phrases and prepositional phrases.

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPas and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- Frances story (suspense)
- How to Train your Dragon Chapter 1.

Key features included:

- Five stages of story
- Varied sentence structures
- Higher order punctuation
- Descriptive language
- Figurative language
- Varied sentence openings

Challenge/Gold included:

- Multi-clausal sentences.
- Shift/concise control of formality
- Range of figurative language
- Engaging the reader throughout the story.

Evidence in books at the end of the Starting Piece Sessions: Write a story in books based on a Viking going on an adventure.

Session starter prior to reading:

Ideas: Recap use of punctuation (basic and higher order).

How will the WAGOLL be read and discussed with the children?

Whole class read
Text on Seesaw
Adult available to support where needed.

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Independent rubric jotted down in books

What will the children write independently? (Theme for writing/topic)

Story based on How to Train your Dragon - the sequel (Hiccup's son)

Support for children to be able to produce a starting piece for the genre:

Template for children (if required)
Use iPads to support planning and writing sentences.
Use of some diction and close procedure for SEN.

Challenge:

To be able to use multi-clausal sentences

To use a shift in formality (including use of different punctuation to match the formality).

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPas errors independently.

Focus for the reflection:

- Spelling - year 3 / 4 common exception words
- exception words? High frequency words?
- GPas - different clauses, expanded noun phrases, varied sentence openings.

Challenge suggestions:

- Select specific GPas objectives for year group to include.
- Questioning by adult - asking about GPas, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

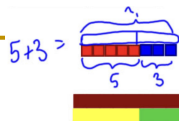
Peer critique after first draft.
Teacher critique prior to final draft

Incidental Writing Opportunity to apply this genre :

Setting description
character description
Diary entry.

Maths S Plans

Read, write order and compare numbers to 10,000,000



Start using 'How big is a million' book

Place value

Explain it!

compare visually between dienes and place value counters



Use digit cards to create numbers -

Use estimation to see what 10 X 1 million looks like!

Fill in missing numbers

Why is a zero used?

Prove it.

How many ways can you partition a number?

Partition numbers

True/False statements

Round any whole number to a required degree of accuracy

When is best to round to 1000? 10,000?

Recap rounding rules

12,657 1,999 13,001

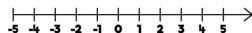
What is the purpose of rounding?

What is a multiple? Why would this knowledge help us to round?

Use negative numbers in context, and calculate intervals across zero

Are negative numbers whole numbers?

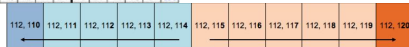
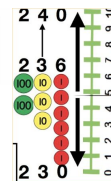
When would you use negative numbers in real life situations?



- What is 6 less than 4?
- What is 5 more than -2?
- What is the difference between 3 and -3?

HTh	TTh	Th	H	T	O
●●		●●●●	●●●●	●●●●	●●●●

0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100



Solve number and practical problems with all of the above

Key vocabulary

Ascending
Descending
Estimate
Compare
Positive
Negative
Approximate
Accuracy
Integer
Intervals

Key Stem sentences

To order numbers look for the highest value digit and decide which has the biggest value.
When rounding to the nearest 10, we are looking at which tens number it is closest to. If the unit value is 4 or less, it is closest to the lower ten; if the unit value is 5 or more, it is closer to the higher/next tens value.
When you have a positive number, the further away from 0 the greater the value.
When you have a negative number, the further away from 0 the smaller the value.
When you add and subtract numbers, think about the numberline and moving up when you add and down when you subtract.

Project links

Temperature comparisons between countries

Numbers of Viking invaders

Distances travelled by invaders

Maths S Plans

Addition and subtraction

To add whole numbers up to 4 digits

Calculate.

	3	4	6	2	1
+	2	5	7	3	4

$$67,832 + 5,258$$

Can you make an exchange between columns?

Prove it.



Recap number bonds

- to 10
- to 100

Fill in the Missing numbers

	5	2	2	4	7	?
+	3	?	5	9	0	4
	9	0	?	3	?	2

Explain it!

100	10	1
200	30	4
400	40	7
600	80	1

What's the same, what's different?

Always, sometimes, never true?

$$\begin{array}{r} \square 0 9 \\ + 1 \square 8 \\ \hline 5 1 \square \end{array}$$

To subtract whole numbers up to 4 digits

Challenge : Chn to solve cryptorhythms

	4	7	6	1	3	2	5
-		9	3	8	0	5	2

$$834,501 - 193,642$$

To estimate and use inverse operations

#story it

Here is a bar model.

A	B
631,255	

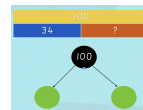
To solve multi step problems

Key vocabulary

Ascending
Descending
Estimate
Approximate
Accuracy
Integer
Exchange
Inverse
Equal
Boundary

Key Stem sentences

Start adding/subtracting with the lowest value.
Record the digit when you exchange values.
Record the digit when you cross boundaries.



MR. WRONG



Step Sequence to achieve outcome

Dates: 4/9/19 - 25/10/19

How will outcome be presented? Outdoor Viking Museum - Open afternoon on the field

Mini Outcome

Create an outdoor Viking museum

Tuesday 22nd October afternoon.

Chn to work with Forest School to develop understanding and create 'mud and daub' bricks to build Viking Longhouses

Research and learn about Viking myths and Gods.

Research and develop techniques for daily living within a Viking village - weaving/cooking/handcrafts.

Plan and advertise the outdoor Viking museum afternoon.

Use art to design Viking longboats.
Learn and display the techniques for weaving and creating Viking jewellery.

Create outdoor museum and rehearse Viking activities,

Living things and their habitats:

- I classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I know how living things have been classified.
- I give reasons for classifying plants and animals in a specific way.

Mapwork to identify where Vikings came from and main areas in which they invaded.

Look at plants in Viking times and how they were used for food.

Models of Viking longships and houses. Research and create.

- explain why I have chosen specific techniques to create my art.

- I show that I consider culture and society in my plans and designs.
- I show that I can test and evaluate my products.
- I evaluate my product against clear criteria.

Research Viking history using ipads.

Living things and habitats - develop knowledge of plants and animals, including environments. .

- I know that Britain was invaded on more than one occasion.
- I know that the Anglo-Saxons and Vikings were often in conflict.
- I know why the Vikings often overpowered the Anglo-Saxons
- I know that many Vikings came to our country as peaceful farmers.

Create a timeline of Viking invasions within the local area showing where, when and how the area was invaded..

Curriculum areas: History D & T Science Art

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 04/11/19 - 22/11/19

How will outcome be presented? To staff at Apple store for project tune.

Mini Outcome

To create a Viking game

Learn to code 1 -
begin to create game
for app

Create Viking character for game.

Research different
Viking games from
the past.

Visit Apple store to
support with evaluating
and creating game.

Chn to use ipads to create
background art for game.

Create sounds and
music to add to the
game to match the
events and activities
in the game.

- Music:**
- I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.
 - I know how to analyse features within different pieces of music.
 - I know how to compare and contrast the impact that different composers from different times have had on people of that time.
 - I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).

Chn to use drama to act
out an invasion scene.
Scene to be videoed
and used as inspiration
for game topic.

Use Scratch
to code and
create a
Viking game.

Algorithms and programming

I design a solution by breaking a problem up.. .

I use selection in programs.

I work with variables. .

Information technology

I select, use and combine software on a range of digital devices.

I use a range of technology for a specific project.

I know how to use a range of
e-resources to create art.

Use knowledge of
Viking settlements
to design setting
for computer
game

Curriculum areas: Computing/coding. Art
Music. History

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 25/11/19 - 13/12/19

How will outcome be presented?

Mini Outcome

create information and quizzes and finalise app.

Learn to code 1 -
creation of app.

Learn about evolution and inheritance - how did the Vikings adapt to their new settlements?
Compare difference in environments.

Apple store visit
to finalise app
and gain expert
critique

Everyone can create photos -
chn to work through book to
enable them to create suitable
backdrop photos for app

- I know how animals and plants are adapted to suit their environment.

Draft information to go
onto APP

Create quizzes about
the Vikings using facts.

I know how to place features of historical events and people from the past societies and periods in a chronological framework.

Algorithms and programming

I design a solution by breaking a problem up..

I use selection in programs.

I work with variables.

Information technology

I select, use and combine software on a range of digital devices.

I use a range of technology for a specific project.

I know about the main events from a period of history, explaining the order of events and what happened.

Curriculum areas: Computing/coding.
Science. History. ARt

Knowledge required to achieve the outcome

Design advertising posters
re: launch of Viking APP.

- use of persuasive language to encourage the public to support the app.

Step Sequence to achieve outcome

REAL WORLD OUTCOME

Creation and launch of Viking app.

Create, advertise and launch a fully functioning App with working game and quizzes.

Create background artwork, music and information to go on the Viking App

Create and code a Viking themed game.

Research about the Vikings and create an outdoor Viking museum

- To use my understanding of coding to help create a computer game.

To develop knowledge of plants/animals and habitats within the environment and how they can be used and protected.

To be able to present my findings using digital media and editing my work.

- To understand when and where the Vikings invaded the local area.

- To develop and present knowledge of viking life.

- To create sounds and music for effect.

- To know how to use different mediums of art.

Knowledge required to achieve the outcome