

Year Group: Year 6		Term: Summer
Learning Challenge Title: Were the Vikings always victorious and vicious?		Curriculum focus: Humanities
<p>NC Objectives:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 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] apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
Wow starter:	WOW: A <i>film showing life in a Viking village.</i>	
LC Questions: 1	Which region of Britain would you have come under during the Heptarchy?	
2	Why did the Vikings come to Britain and how did they make the journey?	
3	What did the Brits learn from the Vikings?	
4	What was life like for a 11 year old (boy/ girl) Viking?	
5	How did the Vikings live when they came to Britain?	
6	How can you create a Viking long boat from a range of materials?	

7	What did the Vikings eat and could you recreate a Viking meal?
8	What do we know about daily life in Mayan times?
9	Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.
Writing Opportunities: Instructional Writing, No-Chron Reports, Diaries,	

Year Group: 6		Term: Summer 1 & 2	
Learning Challenge Title:		Could you be the one to build the next Xbox?	
Curriculum focus: Science			
NC Objectives: <ul style="list-style-type: none">• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches• use recognised symbols when representing a simple circuit in a diagram.			
Wow starter:		WOW: Look at a range of board games that require batteries and evaluate them	
LC Questions: 1		Can you create a circuit that has at least one of these features: switch; buzzer; motor?	
2		How do traffic lights work and can you create an electrical product that needs to be sequenced?	
3		What do you understand about: cells and volts and how it impacts on how electrical products work?	
4		Can you build and control your own circuit?	
5		Can you design a board game that makes use of an electric circuit and at least one of the features looked at in LC1?	
6		Reflection – build and present the board game.	
Writing Opportunities: instructions. Persuasion.			