

**Year Group:6**

**Term: Spring**

**Challenge pack**

**Staying safe; the journey ahead**

**Learning Challenge**

How can we use parables to promote positive life choices?



**Class texts**—whole class reading, extracts, thematic books

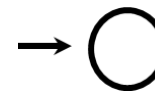
**Main texts for planning:**



**Additional texts:**

When sadness comes to call, Not today Celeste, Can you see me? All the things that could go wrong. Cloud Boy, I go quiet

**Cognitive skills / Meta-learning**— specific teaching examples to use in



Aims, Goals and Objectives - What is it that we need to achieve? What knowledge and skills have we already learned/ need to develop to achieve this outcome?



Imagining/ New ideas - What ideas of our own can we come up with to create our own chronicles? How can we create this same image for the reader?

**Hooks or memorable experiences**

Children will receive a visit from the Drug Bus and take part in a health, fitness and well-being session.



**Challenge outcome**—what will the outcome look like to demonstrate learning?

Children will share their knowledge of making healthy lifestyle choices through a series of parables.

Children will make use of ICT and art to promote and encourage positive life choices.

**Killer Questions**—those asked to measure understanding of pupils

What kind of diet do humans need to survive effectively?

How does this differ from animals?

How else do we need to keep ourselves safe physically and mentally in our world?

Why are computers and the internet so valuable in our modern day world?

Year group	6	Term	Spring	Challenge Pack	Staying safe; the journey ahead	
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? ( <b>Declarative knowledge</b> )		Children will know HOW TO...? ( <b>Procedural knowledge</b> )		Prior learning ( <b>Schemata</b> )	Vocabulary
RE	<ul style="list-style-type: none"> <li>For Christians what kind of King was Jesus?</li> <li>Principles of Christianity and how to live</li> </ul>				Connections between teachings and how people chose to live their lives Y5– the power of prayer Y5 –How religions help in times of struggle	Temptations, wilderness, kingdom of God, metaphorical language, vulnerability, selfishness, The Feast: Luke 14:12-24/ The Vineyard Matthew 21:33-46 Charter, spiritual, liberty Parables (Wise and Foolish Builders; Sermon on the Mount; The Centurion’s Servant)
Design Technology	<ul style="list-style-type: none"> <li>Principles of Healthy Diet linked to Science - Animals inc humans</li> </ul>		<ul style="list-style-type: none"> <li>D3.5a Explain and apply the principles and importance of a healthy, varied diet</li> </ul>		Year 4 Bolts and Bones—balanced diet  Link to developing schemata in Science— Animals including Humans	Healthy and balanced Vitamins, minerals Nutrition Carbohydrate, Protein, Fat, Fruit and Vegetables, Dairy Energy
ICT and Computing (including apps and digital pencil case)	Online safety Computer networks		<ul style="list-style-type: none"> <li>C3.1a Understand computer networks including the internet; how they can provide multiple services.</li> <li>C3.1b Understand the opportunities for communication and collaboration</li> <li>C3.4a Use technology safely, respectfully and responsibly</li> <li>C3.4b Recognise acceptable/unacceptable behaviour online and identify a range of ways to report concerns about content and contact.</li> <li>C3.4c Use search technologies effectively, appreciate how results are selected and ranked</li> <li>C3.4d Be discerning in evaluating digital content</li> </ul>		Autumn—Select, use and combine software Combine photos and videos  Year 5—programming  Link between PSHE and ICT	Internet Network Bluetooth Sharing Online Digital footprint Cyber-bullying CEOP button Filters and blocks Search engine Key words Selective Copy and paste Editing
PSHE	Keeping yourself safe (ICT link) Keeping yourself safe - respectful relationships		PSHE B3.14 I can identify who to access support from if me or someone I know has issues with drugs PSHE B3.13 I can explain how legal and illegal harmful substances can affect humans and their associated risks PSHE B3.3 I can plan ways to support my peers and self in times of need and develop resilience PSHE A3.10 I understand the term stereotyping and how this can be unfair, negative or destructive. PSHE A3.13 I know the importance of persevering when communicating concerns to appropriate adults about concerns, and that it’s not always right to keep secrets PSHE B3.9 I can discuss how cyber bullying (and other forms of bullying) has a negative and often long lasting effect on wellbeing PSHE B3.15 I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important PSHE B3.16 I can discuss how factors such as sun damage, lack of sleep or illnesses can have short and long term		Autumn term: Basic First aid Best we can be – emotions Debate in topical issues Empathy and fairness	Drugs Alcohol Recreational Medicinal Digital footprint Cyberbullying