

Year group: 6

Term: Autumn 1

Topic: Ancient Greece



Literacy

Book Talk

Book: Who let the Gods Out?

Author: Maz Evans

Reading Key Performance Indicators:

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.
- Provide reasoned justifications for his/her views.

Writing Genres:

- Myths and Legends
- Non-Chronological Report

Assessed Writing:

- Myths and Legends

Creative Writing:

- Journalistic Writing- Newspaper Report

Pupils will learn to:

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.
- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use a range of devices for cohesion within and across paragraphs.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- Use the passive to affect the presentation of information in a sentence.
- Use layout devices to structure text.
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.

Myths and Legends

Immerse

- Explore a variety of greek myths and legends, summarising the main ideas.

Analyse

- Using a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- Use expanded noun phrases with additional modifiers.
- Use higher level punctuation (semi-colons).
- Use the spelling rule- words with the short vowel sound /i/ spelled y.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- To write the opening and build up of a myth or legend using expanded noun phrases with additional modifiers.
- To write the problem and resolution of a myth or legend using higher level punctuation (semi-colons).
- To write the ending of a myth or legend using the spelling rule- words with the short vowel sound /i/ spelled y.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Non-chronological report

Immerse

- Create mini fact-files about a range of Greek Gods.

Analyse

- Using a given text, find language and layout features and identify the intent and audience for the writing.

Skills

- Use and organise paragraphs around themes.
- Use a range of devices for cohesion within paragraphs.
- Use the spelling rule- converting nouns or verbs into adjectives using suffix '-ful'.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Write

- Draft and write by using organisational and presentational devices to structure text and to guide the reader.
- To write a non-chronological report using paragraphs, a range of cohesion and the spelling rule- the suffix '-ful'.

Edit and review

- Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.
- Proof read for spelling errors linked to spelling statements for year 6.
- Use dictionaries to check the spelling and meaning of words.

Integers and decimals

Pupils will learn:

- To read and write numbers to ten million.
- To compare and order numbers to ten million.
- To identify place value to three decimal places.
- To round integers to a required degree of accuracy.
- To apply rounding in a range of contexts.
- To explore strategies for addition.
- To explore strategies for subtraction.
- To interpret addition and subtraction problems.
- To interpret addition and subtraction problems involving decimals.
- To apply strategies to multi-step problems.

Multiplication and division

- To explore factors and multiples.
- To use equivalences to calculate (multiplication).
- To use equivalences to calculate (division).
- To multiply and divide by 10, 100 and 1000.
- To solve problems using known and derived facts.
- To use the short multiplication algorithm.
- To use the long multiplication algorithm.
- To use the formal long division algorithm with a 1-digit divisor.
- To generate key facts for long division.
- To use the formal long division algorithm with a 2-digit divisor.
- To find and interpret whole number and decimal remainders.
- To find and fraction remainders.
- To solve and interpret problems (1&2).

Calculation problems

- To understand which operations have equal priority.
- To understand the order of operations including brackets.
- To use and apply the order of operations.
- To generate and describe linear number sequences.
- To express missing numbers algebraically.
- To create algebraic expressions for different contexts.
- To satisfy equations with two unknowns.
- To apply problem solving strategies.

Times Table Focus: Revision of all times tables.

Arithmetic Focus: The four operations.

Science

Light and Perception

Pupils will learn:

- Lesson 1: How do we see?
- Lesson 2: What do shadows tell us about light?
- Lesson 3: What is reflection?
- Lesson 4: What is refraction?
- Lesson 5: What colour is light?
- Lesson 6: What is light pollution?

Pupils will know and understand:

- That we see when light is reflected from an object into our eyes.
- Light travels in straight lines.
- The parts of the human eye and how the eye works.
- Reflection is when light bounces off a surface and changes direction of the ray of light.
- The angle of incidence is always equal to the angle of reflection.
- How light behaves in water.
- Clear white light is made up of 7 colours.
- The colours we see are known as the visible spectrum.
- Light waves can be absorbed, transmitted or reflected to create colour, white or black.
- How shadows are formed and that they are the same shape as the object that cast them.
- What light pollution is and the impact it has on humans and animals.

History

Ancient Greece

Pupils will learn:

- Lesson 1: Who were the first Greek civilians and how do we know about them?
- Lesson 2: How was Ancient Greece ruled?
- Lesson 3: Why were the Persian wars and democracy part of the Golden Age of Greece?
- Lesson 4: Who were the Athenians and Spartans and how did they compare?
- Lesson 5: What did Alexander the Great achieve and how was he influential?
- Lesson 6: Why are some of the achievements of the Ancient Greeks still important today?

Pupils will know and understand:

- Who the first Greek civilians were, what they did and how we know about them.
- How Ancient Greece was ruled and by whom.
- The Persian Wars and democracy as part of the Golden Age of Greece.
- Information about the Athenians and Spartans.
- About the achievements of Alexander the Great.
- The impact Ancient Greeks still have on the world today.

Geography

Art	<p><u>Drawing - Making My Voice Heard</u></p> <p>Pupils will know and understand:</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently • Combine materials and techniques appropriate to fit with ideas • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention • Discuss how art is sometimes used to communicate social, political, or environmental views • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explore expressive drawing techniques. • To consider how symbolism in art can convey meaning. • To apply understanding of the drawing technique chiaroscuro. • To evaluate the context and intention of street art. • To apply an understanding of impact and effect to create a powerful image.
Design Technology	
Computing	
PE	<p><u>Tag Rugby</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Lesson 1: To select the appropriate skill, choosing when to run and when to pass. • Lesson 2: To move into space to support a teammate abiding by the rules. • Lesson 3: To use defending skills to gain possession. • Lesson 4: To work as a defending unit to prevent attackers from scoring. • Lesson 5: To use a variety of attacking skills to beat a defender. • Lesson 6: To apply rules, skills and tactics learnt to play in a tag rugby tournament.

	<p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Create and use space to help my team. • Pass and receive the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Tag opponents individually and when working within a unit. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. • Work in collaboration with others so that games run smoothly. • Recognise my own and others strengths and areas for development and can suggest ways to improve.
French	<p><u>French Sport and the Olympics</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To know the names of some sports in French and how to express preferences. • To know the French name for countries around the world. • To know the verb 'aller' (to go) and how to conjugate in the past tense as well as identifying the correct preposition. • To know P.E. action verbs. • To know how to play Pétanque (a famous French game). • To know how to write a magazine article using vocabulary and grammar from the unit. <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know whether to use the pronouns il 'he' or elle 'she' when describing someone. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • To know the rules for playing French bowls. • To know how the maillot jaune is awarded during the Tour de France race.
Music	
RE	<p><u>Creation and Covenant * Pupils are accessing the new RED curriculum Believe</u></p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.

	<p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian’s new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). <p><u>Understand, Discern, Respond</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To understand the Second account of Creation. • To understand the origin of stewardship and the guidance given by God. • To understand the Christian belief of original sin. • To understand that sin damages our relationship with God • To know that Jesus restores our relationship with God. • To explain baptism as the first sacrament. • To understand that Christian scientists have contributed to the scientific account of the beginnings of the universe.
RSE	<p><u>Calming the Storm</u> Pupils will learn:</p> <ul style="list-style-type: none"> • We were created individually by God who cares for us and wants us to put our faith in Him. • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it.
Immersive Events/Visits/Visitors	<ul style="list-style-type: none"> • Welcome Mass • Feast Day- Exaltation of the Holy Cross • National Poetry Day- Author Event • Black History Month