

## Year Six

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	Autumn Term	Spring Term	Summer Term
Theme	<b>Lest We Forget</b>	<b>Global Citizens</b>	<b>Ancient Greek – Life and Legacy</b>
Key Events	<b>St Nicholas Church</b> Educational Visit <b>Imperial War Museum - Manchester</b> Educational Visit		<b>Local Theatre</b> Educational Visit
Engaging Parents	<b>Family ‘Rations’ Taster Session</b>  <b>E-Safety Assembly</b>	<b>Chinese Banquet</b>  <b>Attend SATs Booster Session</b>	<b>Visit the Children’s Stalls</b>  <b>Leavers’ Assembly</b>
Marshland Moments	44. Build a shelter 45. Visit St. Nicholas Church	46. Have a Chinese banquet with chopsticks 47. Do something for a chosen charity	48. Make something and sell it 49. Visit a theatre 50. Perform for members of the community
Texts	<b>Fiction</b> ‘Goodnight Mr Tom’ by Michael Magorian ‘Letters from the Lighthouse’ Emma Carroll <b>Non-Fiction</b> ‘World War II’ by Dorling Kingsley <b>Poetry</b> Poems from the Second World War ‘Bournemouth, September 3 <sup>rd</sup> 1939’ by Anthony Thwaite	<b>Fiction</b> ‘Pig Heart Boy’ by Malorie Blackman ‘Mama Miti’ by Donna Jo Napoli ‘One Plastic Bag’ by Maranda Paul <b>Non-Fiction</b> ‘Illumanatomy: See inside the Human Body’ by Kate Davies <b>Poems</b> Poems on Global Citizenship ‘Looking After Our Planet’ Acrostic Poem	<b>Fiction</b> ‘Who Let the God’s Out?’ by Maz Evans ‘The Adventures of Hercules’ by Martin Powell ‘Theseus and the Minotaur’ (play script) ‘Greek Myths’ by Marcia Williams <b>Non-Fiction</b> ‘How to Make a Human out of Soup’ by Tracey Turner <b>Poetry</b> ‘Falling Out of the Sky’ Poems about Myths and Monsters, edited by Rachel Piercey and Emma Wright
Writing Genres	<b>Letter writing – 2 weeks</b> From evacuees to home (text link – ‘Goodnight Mr Tom’) <b>Character Description – 1 week</b> Mr Tom (text link - ‘Goodnight Mr Tom’) <b>Newspaper article – 2 weeks</b> The Blitz (text link - ‘Goodnight Mr Tom’) <b>Narrative story – 2 weeks</b> An alternative adventure (text link – ‘Letters from the Lighthouse’) <b>Poetry – 2 weeks</b>	<b>Discussion – 2 weeks</b> Cameron having the surgery (text link - ‘Pig Heart Boy’) <b>Instructions – 2 weeks</b> Linked to design and technology (text link - ‘One Plastic Bag’) <b>Persuasive letter writing – 2 weeks</b> Why should Mama Miti win the Nobel Peace Prize? (text link - ‘Mama Miti’) 2 weeks <b>Poem – 2 weeks</b> How to be a global citizen poem (text link - ‘Looking after our Planet’)	<b>Playscript – 3 weeks</b> Playscript based on a Greek myth (text link ‘Greek Myths’ and ‘Theseus and the Minotaur’) <b>Recount – 2 weeks</b> Life at Marshland <b>Persuasion – 2 weeks</b> A travel brochure page (text link - Travel/Holiday Brochures) <b>Comic Strip/Graphic Novel Page – 2 weeks</b> (text link - ‘The Adventures of Hercules’) <b>Poem Performance - 1 week</b> (text link ‘Falling Out of the Sky’)

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	<p>An evacuee poem (text link - 'Bournemouth, September 3<sup>rd</sup> 1939')</p> <p><b>Diary entry – 2 weeks</b></p> <p>The day a bomb hit the academy (text link – 'The Story in Doncaster Free Press')</p> <p><b>Biography – 2 weeks</b></p> <p>Winston Churchill</p>		<p><b>Explanation text – 2 weeks</b></p> <p>How does the heart work? (text link – 'Pig Heart Boy')</p>		<p><b>Information Page – 2 weeks</b></p> <p>The legacy of the Ancient Greeks</p>	
Mathematics	<ul style="list-style-type: none"> <li>- Integers and decimals</li> <li>- Multiplication and division</li> <li>- Calculation problems</li> <li>- Fractions</li> <li>- Missing angles and lengths</li> </ul>		<ul style="list-style-type: none"> <li>- Co-ordinates and Shape</li> <li>- Fractions</li> <li>- Decimals and Measures</li> <li>- Percentages and Statistics</li> <li>- Proportion Problems</li> </ul>		<p>Consolidation and application of previous learnt topics</p>	
Science	<b>Light</b>	<b>Electricity</b>	<b>Living Things and their Habitats</b>	<b>Animals Including Humans</b>	<b>Evolution and Inheritance</b>	<b>Science Topic</b> <b>The Science of Sport</b> Link to global sporting events
Art and Design	<p><b>Drawing and Sketching</b></p> <p>Artist: Henry Moore Architect: Daniel Libeskind</p> <p><b>Outcome: Perspective drawings linked to WWII Shelters</b></p> <p><b>Link: History (WWII) and visit to Imperial War Museum North</b></p>		<p><b>Painting and Printing</b></p> <p>Artist: Pablo Picasso</p> <p><b>Outcome: Self portraits</b></p>		<p><b>Collage</b></p> <p>Artist: Kurt Schwitters</p> <p><b>Outcome: Greek temple collage using relief technique</b></p> <p><b>Link: History – The Ancient Greeks</b></p>	
Computing	<p><b>Online safety &amp; Exploring Purple Mash – 1 week</b></p> <p><b>Coding – 6 weeks</b></p> <p><b>Text adventures – 5 weeks</b></p>		<p><b>Online safety – 2 weeks</b></p> <p><b>Networks - 3 weeks</b></p> <p><b>Blogging – 5 weeks</b></p>		<p><b>Spreadsheets – 5 weeks</b></p> <p><b>Binary - 4 weeks</b></p> <p><b>Quizzing – 6 weeks</b></p>	
Design and Technology	<p><b>Cooking and Nutrition</b></p> <p><b>Existing Products: recipe books and prepared food from this period in history</b></p> <p>What meal can you prepare and cook using your rations?</p> <p><b>Link: History - WWII</b></p>		<p><b>Textiles - Accessories</b></p> <p><b>Existing Products: a range of cases with accessories and decorations</b></p> <p>Can you design and make a case for your own tablet or mobile phone?</p>		<p><b>Structure – Framed Structures</b></p> <p>Throughout this unit of work, children will work collaboratively to create a framed structure as a legacy piece. People from the community and local art groups will be used to work alongside the children in order to develop their skills and knowledge as designers and users of technology.</p>	
French	<b>Core Vocabulary</b> Core Unit 1	<b>Core Vocabulary</b> Core Unit 2	<b>Core Vocabulary</b> Core Unit 3	<b>Animals (A)</b>	<b>Food (B)</b>	<b>School (C)</b>
Geography	<p><b>Finding out about the World</b></p> <p>Locating the world's countries, using maps</p>		<p><b>Finding out about the World</b></p>		<p><b>Greece</b></p> <p>Compare to the UK</p>	

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	<b>Link: History (Countries involved in WWII)</b>		Natural resources & trade links with a focus on North America		<b>Link: Ancient Greece</b>	
History	<b>A study of an aspect of British history beyond 1066 - WWII</b> The Battle of Britain				<b>A study of Greek life, achievements and influence</b> <i>How has Ancient Greece influenced the western world?</i>	
Music	<b>Happy</b> Genre: Pop Skill: Sing and Perform	<b>Classroom Jazz</b> (Stage 2) Genre: Jazz Skill: Playing and Improvising	<b>A New Year Carol</b> Genre: Skill: Appraise, Sing and Improvise	<b>Women in Music</b> Genre: Various Skill: Appraise, Sing and Compose	<b>You've Got a Friend</b> Genre: Pop Skill: Singing, Playing and Performing	<b>Reflect, Rewind &amp; Replay</b> Genre: Various Skill: Consolidate, compose and perform
PSHE	<b>Being me in my World</b> Planning the forthcoming year Being a citizen and recognising the impact behaviour has on a group.	<b>Celebrating Difference</b> Explaining ways in which differences can be a source of conflict.	<b>Dreams and Goals</b> Describing some ways we can work with others to help make the world a better place.	<b>Healthy Me</b> Evaluating when alcohol is being used responsibly, anti-socially or being misused.	<b>Relationships</b> Recognising when people are trying to gain power or control	<b>Changing Me</b> Describing how a baby develops from conception through the nine months of pregnancy and how it is born.
Physical Education	<b>Unit Title – Competitive</b> <b>Focus – Invasion Sports – Netball and Basketball</b>	<b>Unit Title – ‘Travelling’ in WW2</b> <b>Focus – Gymnastics</b>	<b>Unit Title – Teamwork</b> <b>Focus – Striking and fielding</b> <b>Sports – Tennis and rounders</b>	<b>Unit Title – Dance</b> Style ‘Street dance’ <b>Focus – Dance</b>	<b>Unit Title – Finding success</b> <b>Focus – outdoor adventure</b>	<b>Unit Title – Going for Gold</b> <b>Focus – Athletics</b> <b>Swimming – Will be available for those children who did not achieve 25m</b>
Religious Education <i>Doncaster Agreed Syllabus</i>	<b>What do religions say to us when life gets hard?</b> Unit U2.3 <b>Strand: Believing</b>	<b>Is it better to express your religion in arts and architecture or in charity and generosity?</b> Unit U2.5 <b>Strand: Expressing</b>	<b>What matters most to Christians and Humanists?</b> Unit U2.7 <b>Strand: Living</b>		<b>What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</b> Unit U2.8 <b>Strand: Living</b>	