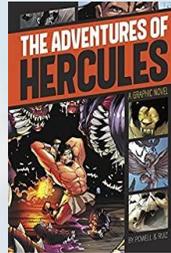
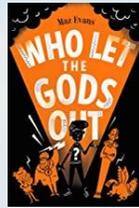
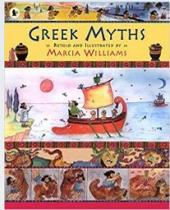


## Year Six

### Summer Term – ‘Ancient Greek – Life and Legacy’

As readers, our children will use the following texts to support their learning:



#### Fiction

‘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

#### Non-Fiction

‘How to Make a Human out of Soup’ by Tracey Turner

#### Poetry

‘Falling Out of the Sky: Poems about Myths and Monsters’ edited by Rachel Piercey and Emma Wright

‘Looking After Our Planet’ Acrostic Poem

**Our children will use the texts and the links to the curriculum to develop their skills as writers of:**

- **playscript** – based on a Greek myth
- **persuasion** – a travel brochure page
- **comic strip/ graphic novel page**
- **poetry** – performance poem
- **information page** – life of an Ancient Greek
- **recount** – life at Marshland

#### Marshland Moments

48. Make something and sell it
49. Visit a theatre
50. Perform for members of the community

#### Key Events

##### Local Theatre

Educational Visit

##### Imperial War Museum

- Manchester

Educational Visit

#### Engaging Parents

##### Visit the Children’s

##### Stalls

As the children prepare and make something to sell, invite families in

##### Leavers’ Concert

As mathematicians, our children will access the ‘Mathematics Mastery’ programme. As a result of lockdown, we will focus on the spring term units:

- **Co-ordinates and shape** - describe positions on a full co-ordinate grid, exploring negative numbers in context; apply an understanding of the properties of shapes to find missing coordinates and translate and reflect shapes. Recognise the properties of 3D shapes and know the properties of circles
- **Fractions** - multiply and divide fractions. Deepen understanding of the links between fractions, multiplication and division. strategies, including the formal written algorithms for long and short multiplication and division and solving a range of problems giving rise to remainders
- **Decimals and measures** – use, read, write and convert between standard units, including length, mass, volume and time. Calculate the area of shapes including parallelograms and triangles. Calculate the volume of cubes and cuboids.
- **Percentages and statistics** - recall equivalences between fractions. Solve problems involving the calculation of percentages. Interpret and construct pie and lune graphs, and interpret the mean as an average.
- **Proportion problems** – solve problems involving unequal sharing, scale factor and the relative size of two quantities.

<p><b>As scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- planning different enquiries</li> <li>- taking measurements and using a range of scientific equipment</li> <li>- recording data and results and presenting these using a range of methods</li> <li>- using results to make predictions and carry out further tests</li> <li>- reporting and presenting their findings</li> <li>- identifying scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="943 161 1473 504"> <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> </td> <td data-bbox="1473 161 2040 504"> <p><b>The Science of Sport</b></p> <ul style="list-style-type: none"> <li>- investigate and compare the properties of cotton and modern sports materials</li> <li>- research the properties of materials used for equipment and prosthetics in Paralympian sports</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> </td> </tr> </table>		<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b>The Science of Sport</b></p> <ul style="list-style-type: none"> <li>- investigate and compare the properties of cotton and modern sports materials</li> <li>- research the properties of materials used for equipment and prosthetics in Paralympian sports</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>
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<p><b>As designers and users of technology, our children will develop their skills and knowledge:</b></p> <ul style="list-style-type: none"> <li>- designing and making a 'legacy' project</li> </ul> <p><i>The children will work with a local artist and design and make a 'legacy' project that will be displayed in the school grounds.</i></p>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop their knowledge and skills when painting and printing, producing self-portraits</li> <li>- understand how 'Kurt Schwitters' contributed to the culture, creativity and wealth of our country</li> </ul>			
<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>- describe and understand key aspects of physical geography</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and a key</li> </ul>	<p><b>As historians, our children will develop an understanding of:</b></p> <ul style="list-style-type: none"> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>			
<p><b>As linguists, our children will study French by:</b></p> <table border="1"> <tr> <td data-bbox="197 1015 528 1230"> <ul style="list-style-type: none"> <li>- using greetings</li> <li>- using numbers 1 - 10</li> <li>- responding to instructions</li> <li>- responding to questions</li> <li>- recognising family vocabulary</li> </ul> </td> <td data-bbox="528 1015 1115 1230"> <ul style="list-style-type: none"> <li>- recognising the days of the week</li> <li>- knowing most of the colours</li> <li>- knowing numbers up to 20</li> <li>- recognising the names of the UK countries</li> <li>- responding to questions about likes and dislikes with a single word.</li> <li>- recognising negative responses</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>- using greetings</li> <li>- using numbers 1 - 10</li> <li>- responding to instructions</li> <li>- responding to questions</li> <li>- recognising family vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- recognising the days of the week</li> <li>- knowing most of the colours</li> <li>- knowing numbers up to 20</li> <li>- recognising the names of the UK countries</li> <li>- responding to questions about likes and dislikes with a single word.</li> <li>- recognising negative responses</li> </ul>	<p><b>In Personal, Social and Health Education, our children will:</b></p> <p><b>Relationships</b> – <i>explore friendships and family and any external factors that can change and affect these</i></p> <p><b>Changing Me</b> – <i>discuss self-image, investigate ways of coping with different moods and prepare for secondary transition</i></p>	
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<p><b>In physical education, our children will:</b></p> <p>take part in outdoor and adventurous activity, both individually and within a team</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination.</li> <li>- develop flexibility, strength, technique, control and balance</li> <li>- compare their performances with previous ones and demonstrate improvement</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen with attention to detail to the music genres of pop</li> <li>- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose using the inter-related dimensions of music</li> </ul>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- what difference does it make to believe in Ahimsa, Grace and Ummah? – <i>focus on 'living'</i></li> </ul>	<p><b>As computers and users of technology, our children will:</b></p> <ul style="list-style-type: none"> <li>- continue to use spreadsheets</li> <li>- understand binary</li> </ul> <p>use programmes for quizzing</p>			