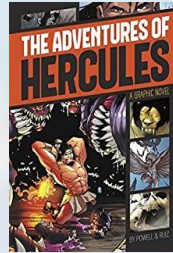
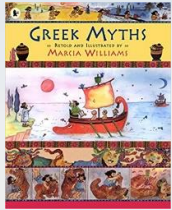


Year Six

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.

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