

YEAR 6 – TERM 1

The Second World War



Theme Intent: This topic offers scope for using a wider range of resources, including accessible artefacts and oral history and it provides many opportunities for extended writing. Rich texts, such as *Once* by Morris Gleitzman, *Letters from the Lighthouse* by Emma Carroll and *Goodnight Mr Tom* by Michelle Magorian will be explored through Guided Reading. Children will use their **empathy** when learning about evacuation and consider the importance of being **loved** and having **relationships**, providing us with our **sense of identity**. They will consider the **courage**, willingness to **take a challenge, perseverance and trust** displayed by people during the war. Children will ask **big questions** and will consider the **wisdom** used by the government throughout the war. They will develop historical thinking by evaluating evidence in terms of propaganda and censorship and considering the diversity of experience. So, when asked, ‘What was it like to have lived through World War Two?’, pupils should reply, ‘Well, it depends who you were! Some people... but for others... etc’. Despite the main focus being on the Home Front, children are offered a wider European lens, giving them to make links with the **wider world**. The theme of faith helping people when life is hard will weave through the term and will be explored through stillness, big questions, curiosity and belief in a divine being. We will also consider why some people believe in God and others do not. Our value this term is **co-operation**

WRITING:

Fiction Driver Text: *The Arrival*-Shaun Tan;
experimentation with expanding sentences for effect, diary, instructions – mini writes
Main Outcome: Narrative retelling (3 weeks)
Poetry: Friendship Poetry (1 week – welcome unit)
Class Reader and Cross Curricular Link Opportunity:
Once by Morris Gleitzman
Baseline Assessment outcome – Narrative Lost story based around Pie Corbett ‘Kidnapped’ (1 week)
Non-fiction Driver Text – Non-chronological report – Explanation of Physiology of the Eye as a WAGOLL supported.
Main outcome: Assessed non-chronological report – child’s choice. (2 weeks)

Oracy: Physical- learn to speak fluently in front of an audience – poetry performance.
Link to WW2 dictatorship; Do British Values matter? -debate. Cross curricular
Linguistic- to vary sentence structures and length for effect when speaking.

SPAG:

Spelling:
Spelling Shed – Challenge Words
Grammar:
Contractions, hyphens, synonyms/antonyms; subject/object.
Revision of previous grammar content.

READING:

Class Text: *While the Storm Rages*
Whole Class Guided Reading Texts:
Ibtihaj Muhammad: *The Proudest Blue*, I am a Muslim Woman, Proud
WWII: *Once* by Morris Gleitzman, *Letters From the Lighthouse* by Emma Carroll, *Goodnight Mr Tom* by Michelle Magorian
Inspirational Women (from *Goodnight Stories for Rebel Girls*) – Amna Al Haddad, Mary Kom, Michelle Obama
The Parts of the Eye

MATHS:

Number and Place Value – representing, recognising, reading, comparing, ordering numbers up to 10,000,000; rounding; negative numbers
Decimals – value of digits; multiplying and dividing by 10, 100, 1000; multiplying by 1-digit number
Multiplication and Division – multiples, factors and primes; formal written methods

SCIENCE:

Light
Can I explain how light travels?
Can I demonstrate how we see objects?
Can I explain why shadows have the same shape as the object that casts them?
Working Scientifically
Can I give an example of something I have focused on when supporting a scientific theory?

COMPUTING:

Programming
Unit 6.3 Programming - Variables in games
Can I design a solution by breaking a problem up?
Can I recognise that different solutions can exist for the same problem?
Can I use logical reasoning to detect errors in algorithms?
Can I use selection in programs?

ART:

Can I use feedback to make amendments and improvements to my art?
Can I use a range of resources to create art?
Building sketch journey with horses, exploring colour and emotion links. Colour wheels. French renaissance art – composition and emotion
Can I explain the style of their work and how it has been influenced by a famous artist? Franz Marc – *The Blue Horse* and other pieces

HISTORY:

Chronological Understanding
Can I place features of historical events and people from past societies and periods in a chronological framework?
Can I summarise the main events from a specific period in history, explaining the order in which key events happened?
Enquiry and Using Sources

<p>Can I explore ideas and raise different kinds of questions? Can I plan different types of scientific enquiry? Can I set up a fair test?</p>	<p>Can I work with variables? Can I explain how an algorithm works? Can I explore 'what if' questions by planning different scenarios for controlled devices? Can I design, test and debug my projects?</p>	<p>Can I explain why they have used different tools to create art? Can I explain why they have chosen specific techniques to create art? Double page spread analysis of artist Franz Marc as source of inspiration</p>	<p>Can I identify and explain my understanding of propaganda? Interpretation Can I understand how and why contrasting arguments and interpretations of the past have been constructed? Can I talk about how events from the past have shaped our lives today?</p>
<p>GEOGRAPHY:</p>	<p>RE: CHRISTIANS/JEWS/NR (non-religious) - long unit U2.12 How does faith help people when life gets hard? Understand the impact: Can I give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives?</p>	<p>DT: N/A</p>	<p>PE: Cheltenham Town Football - Can I use running, jumping, throwing and catching in isolation and in combination? Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Can I apply basic principles suitable for attacking and defending? Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best? Real Gym Unit 1 Creative - C13 Tue 8.45 C14 Thu 11.35</p>
<p>MUSIC: <u>Performing</u> Can I learn to play a few notes on a brass instrument and perform in concert?</p>	<p>MFL – GERMAN: <u>Spoken Language</u> Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? <u>Reading</u> Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? <u>Writing</u> Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?</p>	<p>PSHE/RSE: Me and My Relationships SCARF unit Working together Let's negotiate (OPTIONAL) Solve the friendship problem Dan's day (OPTIONAL) Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately</p>	<p>ENRICHMENT: GWSR WWII Experience – 13/09/23 Natasha Farrant: Protest Writing - Webinar - 22/09/23 Science Workshop – 11/10/23 Literature Festival : Phil Earle and Lesley Parr – 11/10/23 Debate Museum Artefacts</p>

YEAR 6 – TERM 2

The Second World War



Theme Intent: This topic offers scope for using a wider range of resources, including accessible artefacts and oral history and it provides many opportunities for extended writing. Rich texts, such as *Once* by Morris Gleitzman, *Letters from the Lighthouse* by Emma Carroll and *Goodnight Mr Tom* by Michelle Magorian will be explored through Guided Reading. Children will use their **empathy** when learning about evacuation and consider the importance of being **loved** and having **relationships**, providing us with our **sense of identity**. They will consider the **courage**, willingness to **take a challenge, perseverance and trust** displayed by people during the war. Children will ask **big questions** and will consider the **wisdom** used by the government throughout the war. They will develop historical thinking by evaluating evidence in terms of propaganda and censorship and considering the diversity of experience. So, when asked, ‘What was it like to have lived through World War Two?’, pupils should reply, “Well, it depends who you were! Some people.. but for others.. etc”. Despite the main focus being on the Home Front, children are offered a wider European lens, giving them to make links with the **wider world**. The theme of faith helping people when life is hard will weave through the term and will be explored through stillness, big questions, curiosity and belief in a divine being. We will also consider why some people believe in God and others do not. Our value this term is **trust**.

<p>WRITING: Fiction Driver Text: ‘Francis’ animated and Haunted – short stories mixed authors. Setting, Dialogue and building suspense Main Outcome: Narrative story (3 weeks) Poetry: Christmas Poetry (1 week – Christmas unit, poems to care home) Class Reader and Cross Curricular Link Opportunity: The Company of Ghosts – Berlie Doherty Double page Evacuee spread (1 week) Assessment outcome – My own Ghost story Non-fiction Driver Text – Book Reviews to include Author Biography and analysis Main outcome: Book review – child’s choice. (2 weeks)</p> <p>Creative writing theme- Using reading to expand vocabulary and understanding of the process of creative writing. Consideration of the craft of writing through the eyes of an author. Oracy- Through poetry recital (Care Home?) Debate – Do Ghosts exist? Backing up arguments with evidence – the burden of proof. Linguistic – using tone to make your point</p>	<p>SPAG: Spelling: Challenge words Words with the short vowel sounds /i/ sound spelled ‘y’ The long vowel sound /igh/ sound spelled ‘y’</p>	<p>READING: Whole Class Guided Reading Texts: The Last Spell Breather by Julie Pike, Nevermoor by Jessica Townsend. Children’s Classics: Holes by Louis Sachar, The Graveyard Book by Neil Gaiman Picture books: The Viewer by Gary Crew, Sulwe by Lupita Nyong’o</p>	<p>MATHS: Geometry: Position and Direction – coordinates, translating, reflecting Fractions, Decimals and Percentages – simplifying, equivalence, comparing, ordering Geometry: Properties of Shapes– missing angles at a point, straight line and vertically opposite; unknown angles in polygons; classifying and drawing 2D shapes; recognise, classify, draw 3D shapes and nets Addition, Subtraction, Multiplication and Division – order of operations</p>
<p>SCIENCE: Light Can I explain why shadows have the same shape as the object that casts them?</p> <p>Cross –curricular DT shadow puppets</p>	<p>COMPUTING: Creating Media Unit 6.5 - 3D Modelling Can I position 3D shapes relative to one another? Can I use digital tools to modify 3D objects? Can I combine objects to create a 3D digital artefact?</p>	<p>ART: Can I use feedback to make amendments and improvements to my art? Can I use a range of resources to create art? Building sketch journey with horses, exploring colour and emotion links. Colour wheels. French renaissance art – composition and emotion</p>	<p>HISTORY: Chronological Understanding Can I place features of historical events and people from past societies and periods in a chronological framework? Can I summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Enquiry and Using Sources</p>

<p>Can I describe how simple optical instruments work, e.g., periscope, telescope, binoculars, mirror, magnifying glass, etc.?</p> <p>Working Scientifically</p> <p>Can I measure accurately and precisely using a range of equipment as needed, e.g. thermometer, rain gauge?</p> <p>Can I use measurements including capacity, mass, ratio and proportion?</p> <p>Can I decide what observations and measurements to make?</p>	<p>Can I construct a 3D model which reflects a real world object?</p>	<p>Can I explain the style of their work and how it has been influenced by a famous artist? Franz Marc – The Blue Horse and other pieces</p> <p>Can I explain why they have used different tools to create art?</p> <p>Can I explain why they have chosen specific techniques to create art?</p> <p>Double page spread analysis of artist Franz Marc as source of inspiration</p>	<p>Can I identify and explain my understanding of propaganda?</p> <p>Interpretation</p> <p>Can I understand how and why contrasting arguments and interpretations of the past have been constructed?</p> <p>Can I talk about how events from the past have shaped our lives today?</p>
<p>GEOGRAPHY:</p>	<p>RE:</p> <p>Complete the longer unit:</p> <p>RE: CHRISTIANS/JEWS/NR (non-religious)</p> <p>U2.12 How does faith help people when life gets hard?</p> <p>U2.11 Why do some people believe in God and some people not?</p> <p>Understand the impact: Can I make clear connections between what people believe about God and the impact of this belief on how they live?</p>	<p>DT:</p> <p>Can I justify my plans in a convincing way?</p> <p>Can I show that I consider culture and society in my plans and designs?</p> <p>Can I show that I can test and evaluate my products? and Can I understand the importance of design in the world?</p> <p>Can I make a product using gears / pulleys / cams?</p> <p>Can I use electrical systems in my product?</p>	<p>PE:</p> <p>Cheltenham Town Football</p> <p>Can I use running, jumping, throwing and catching in isolation and in combination?</p> <p>Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</p> <p>Can I apply basic principles suitable for attacking and defending?</p> <p>Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?</p> <p>REAL PE Unit 4</p> <p>Physical Application</p> <p>Can I perform a variety of movements and skills with good body tension? Can I link actions together so that they flow in running, jumping and throwing activities?</p> <p>Dynamic Balance: Jumping & Landing</p> <p>Can I jump 2 feet to 2 feet forwards, backwards and side-to-side?</p> <p>Can I hop forward and backwards, freezing on landing?</p> <p>Can I jump 1 foot to other forwards and backwards, freezing on landing?</p> <p>Can I hop sideways, raising knee and freezing on landing?</p> <p>Can I jump 1 foot to other sideways, raising knee and freeze on landing?</p> <p>Static Balance – one leg</p> <p>On both legs:</p>

			<p>Can I stand still on uneven surface for 30 seconds? Can I stand still on uneven surface for 30 seconds with eyes closed? Can I complete 10 squats into ankle extensions? Can I complete 5 squats with eyes closed? REAL Gym Cognitive</p>
<p>MUSIC: <u>Performing</u> Can I learn to play a few notes on a brass instrument and perform in concert?</p>	<p>MFL – GERMAN: <u>Spoken Language</u> Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? <u>Reading</u> Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? <u>Writing</u> Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?</p>	<p>PSHE: Valuing Difference SCARF Unit</p> <p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	

YEAR 6 – TERM 3

North America



Theme Intent: This term provides a framework for understanding the different environments present within the USA: the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. The unit provides a number of case studies of different places throughout the USA, and takes a historical perspective of one city in particular, New York, to examine how a settlement can develop over time. The text, ‘Some Places More Than Others’ will be used to inspire writing and **creativity**. Biographies will be written about inspiring Black Americans. **Sense of identity** and a **sense of purpose** are integral throughout this term and we will consider the values needed to overcome adversity: **courage, trust, perseverance, humility, respect, forgiveness**. When looking at natural disasters, and in particular tornadoes, we will ask **big questions** and consider the **challenges** these present. Our work on trade will look at how the **wider world** is connected. Our value this term is **perseverance**.

<p>WRITING: Fiction Driver Text: Some Places more than Others: Black history, Black legends place, identity, letter, diary entry, poetry (My Suitcase Project) - mini writes Linked Texts: Undeclared by Kwame Alexander, Heart and Soul by Kadir Nelson Outcome: Informal diary entry exploring future tense (1 week) Main Outcome: Biography included in Persuasive Leaflet (2 weeks) Class Reader: Some Places More than Others – Renee Watson Poetry: Mother to Son- Langston Hughes Immersed with Driver Text Comparing poetry Outcome: Final ‘My Suitcase Carries’ Poem (1 week) Non-Fiction Driver Text: Cross Curricular Link Opportunity: Should year 5 and 6 be allowed mobile phones? WAGOLL Main Outcome: Balanced Argument (2 week- spans Term 4) Evolution and Christianity – can both theories exist today?</p> <p>Creative writing– inspiring black Americans, exploring inequalities and injustice, importance of illustration in building a narrative and supporting children’s response, using a picture book to enhance critical thinking and develop creative approaches in art and writing, to enhance children’s reading comprehension and composition of their own creative writing. Oracy – Mental Health Presentations to Peers delivered to all classes Debate – Is Mental Health as important as Physical Health?</p>	<p>SPAG: <u>Spelling:</u> Words with the prefix ‘over-’ Words with the suffix ‘-ful’ Words that can be nouns and verbs Words with an /oa/ sound spelled ‘ou’ and ‘ow’ Words with the ‘soft c’ sound spelled ‘ce’ Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-</p>	<p>READING: <u>Whole Class Guided Reading Texts:</u> Civil Rights: Rosa Parks, A Change is Gonna Come by Sam Cooke, Caged Bird by Maya Angelou Evolution: Charles Darwin, Moth by Isabel Thomas Spooky Openings: Malamander by Thomas Taylor, The Dream Snatcher by Abi Elphinstone, Room 13 by Robert Swindells Pompeii: Pompeii and Mount Versuvius (non fiction), Escape from Pompeii by Christina Balit, Pompeii by Bastille</p>	<p>MATHS: Fractions: Calculating – adding/subtracting proper and mixed number fractions; multiplying proper fractions; dividing fractions by whole numbers</p>
<p>SCIENCE: Evolution and inheritance Can I explain how the Earth and living things have changed over time?</p>	<p>COMPUTING: Computer Systems and Networking Unit 6.1 Communication and Collaboration</p>	<p>ART: Can I use feedback to make amendments and improvements to my art?</p>	<p>GEOGRAPHY: Locational and Place Knowledge Can I make informed judgements about the locations of the world’s biomes – considering</p>

<p>Can I say how fossils can be used to find out about the past?</p> <p>Can I explain how the reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)?</p> <p>Can I explain how animals and plants are adapted to suit their environment?</p> <p>Can I link adaptation over time to evolution?</p> <p>Can I explain what evolution is?</p> <p>Working Scientifically</p> <p>Can I support my conclusions with evidence?</p> <p>Can I present information in a range of ways?</p> <p>Can I communicate and justify my scientific ideas and talk about how scientific ideas have developed over time?</p>	<p>Can outline methods of communicating and collaborating using the internet?</p> <p>Can I evaluate different methods of online communication and collaboration?</p> <p>Can I decide what I should and should not share online?</p>	<p>Can I use a range of resources to create art?</p> <p>Can I explain why they have used different tools to create art? Double page spread analysis</p> <p>Can I explain why they have chosen specific techniques to create art? Double page spread analysis</p> <p>Can I explain the style of their work and how it has been influenced by a famous artist?</p>	<p>the longitude and latitude that they are located?</p> <p>Can I describe how time zones work and can calculate time differences around the world?</p> <p>Human and Physical Geography</p> <p>Can I critique how well a city in North America is prepared to deal with an earthquake?</p> <p>Can I compare how a city in North America has adapted to earthquakes with another city around the world?</p> <p>Geography Skills and Fieldwork</p> <p>Can I analyse maps, plans and graphs to help me form an opinion?</p>
<p>HISTORY:</p>	<p>RE: CREATION</p> <p>Creation and science: conflicting or complementary?</p> <p>Make sense of belief: Can I, taking account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing an awareness of different interpretations?</p>	<p>DT:</p>	<p>PE:</p> <p>Rugby (Move More Coach)</p> <p>Can I use running, jumping, throwing and catching in isolation and in combination?</p> <p>Can I play competitive games, modified where appropriate? [</p> <p>Can I apply basic principles suitable for attacking and defending?</p> <p>Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?</p> <p>REAL PE Unit 5</p> <p>Health and Fitness</p> <p>Can I describe the basic fitness components and explain how often and how long I should exercise to be healthy?</p> <p>Can I record and monitor how hard I am working?</p> <p>Static Balance: Stance</p> <p>Can I raise alternate knees to opposite elbow 5 times?</p> <p>Can I catch large ball thrown at knee height and above head?</p> <p>Can I catch large ball thrown away from body?</p> <p>Can I catch small ball thrown close to and away from body?</p> <p>Coordination: Footwork</p> <p>Can I combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg?</p>

			Can I move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction? Can I move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction?
MUSIC: <u>Listening</u> Can I analyse features within different pieces of music? Can I compare and contrast the impact that different composers from different times have had on people of that time? Can I talk about musical identity and what music means to them?	MFL – GERMAN: <u>Spoken Language</u> Can I hold a simple conversation with at least 4 exchanges? Can I use my knowledge of grammar to speak correctly? <u>Reading</u> Can I understand a short story or factual text and note the main points? Can I use the context to work out unfamiliar words? <u>Writing</u> Can I write a paragraph of 4-5 sentences? Can I substitute words or phrases?	PSHE: SCARF Keeping Safe Think before you click! It's a puzzle (OPTIONAL) To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) (OPTIONAL) Joe's story (part 2) (OPTIONAL)	

YEAR 6 – TERM 4

North America



Theme Intent: This term provides a framework for understanding the different environments present within the USA: the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. The unit provides a number of case studies of different places throughout the USA, and takes a historical perspective of one city in particular, New York, to examine how a settlement can develop over time. The text, 'Some Places More Than Others' will be used to inspire writing and **creativity**. Biographies will be written about inspiring Black Americans. **Sense of identity** and a **sense of purpose** are integral throughout this term and we will consider the values needed to overcome adversity: **courage, trust, perseverance, humility, respect, forgiveness**. When looking at natural disasters, and in particular tornadoes, we will ask **big questions** and consider the **challenges** these present. Our work on trade will look at how the **wider world** is connected. Our value this term is **humility**.

WRITING: Fiction Driver Text: Philip Petit – Twin Towers Other texts – The Three Little Pigs Project – by the Guardian (literacy curriculum) Outcome: Emotive Writing Building Tension and Suspense (1 week) Main Outcome: Newspaper Article (3 weeks) Non-Fiction Driver Text: Cross Curricular Link Opportunity: Should year 5 and 6 be allowed mobile phones? WAGOLL	SPAG: <u>Spelling:</u> Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with '-cial' after a vowel Words with '-tial'/shul/ Words beginning with 'acc'	READING: <u>Whole Class Guided Reading Texts:</u> Population: Uno's Garden by Graeme Base, Russian Population and Population Sparsity, Crowding and Dense Populations (Monaco) Living Things and Their Habitats: Carolus Linnaeus, Odd Egg Laying Mammals Katherine Rundell: Rooftoppers, The Good Thieves, The Wolf Wilder Poetry: Ozymandius by Percy Bysshe Shelley, The Moment by Margaret Atwood	MATHS: Ratio and Proportion – percentages of amounts; finding value of parts; scale drawing Measurement (Converting Units) – converting between metric units, units of time and miles/km Measurement (Area and Volume) – finding areas and perimeters; areas of parallelogram, triangle; volume of cuboids Algebra – simple formulae; algebraic notation; missing numbers; variables; linear sequences; number patterns
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<p>Main Outcome: Balanced Argument (2 week- begins Term 3) Evolution and Christianity – can both theories exist today? Poetry: n/a Potential Cross Curricular Link Opportunity: Assessment Biographies – Mary Anning, Charles Darwin, Alfred Wallace, Carl Linneas</p> <p>Creative Writing- Link to fairy tale texts with a twist, examining different viewpoints with embedded grammar Oracy – Being a Reporter and examining journalistic style. Debate – Is pop art really art?</p>			
<p>SCIENCE: Living things and their habitats Can I classify living things into broad groups according to observational characteristics and based on similarities and differences? Can I describe how living things have been classified? Can I give reasons for classifying plants and animals in specific way? Working Scientifically Can I support my conclusions with evidence? Can I decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables? Can I present information in a range of ways?</p>	<p>COMPUTING: Creating Media Unit 6.2 Webpage creation Can I create a new blank web page? Can I add text and embed media in a web page? Can I insert hyperlinks between pages and to other sites?</p>	<p>ART: Can I use feedback to make amendments and improvements to my art? Overprint to create different patterns - Benday dot printing work Can I use a range of resources to create art? Bold pen and paint mix Can I explain why they have used different tools to create art? Double page spread analysis Can I explain why they have chosen specific techniques to create art? Double page spread analysis Can I explain the style of their work and how it has been influenced by a famous artist? Andy Warhol, Roy Lichtenstein, Romero Britto, David Hockney</p> <p>Pop Art - Self-portraiture with pop art</p>	<p>GEOGRAPHY: Locational and Place Knowledge Can I make informed judgements about the locations of the world’s biomes – considering the longitude and latitude that they are located? Can I describe how time zones work and can calculate time differences around the world? Human and Physical Geography Can I hypothesise reasons for the locations of deserts? Can I recall some of the world’s most famous deserts including the world’s largest desert? Can I apply my knowledge of deserts to help me create a desert survival guide? Geography Skills and Fieldwork Can I use maps to help me make informed judgements about the locations of the world’s biomes?</p>
<p>HISTORY:</p>	<p>RE: SALVATION U2.5 What do Christians believe Jesus did to ‘save’ people? Make connections: Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?</p>	<p>DT:</p>	<p>PE: Gloucestershire Cricket Can I use running, jumping, throwing and catching in isolation and in combination? Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] Can I apply basic principles suitable for attacking and defending?</p>

			<p>Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?</p> <p>Rugby (Move More Coach)</p> <p>Can I use running, jumping, throwing and catching in isolation and in combination?</p> <p>Can I play competitive games, modified where appropriate? [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</p> <p>Can I apply basic principles suitable for attacking and defending?</p> <p>Can I compare my performances with previous ones and demonstrate improvement to achieve their personal best?</p>
<p>MUSIC:</p> <p><u>Improvisation</u></p> <p>Can I improvise within a group using more complex melodic and rhythmic phrases?</p> <p><u>Composition</u></p> <p>Can I use a variety of different musical devices in my composition ie melody, rhythms and simple chords ?</p>	<p>MFL – GERMAN:</p> <p><u>Spoken Language</u></p> <p>Can I hold a simple conversation with at least 4 exchanges?</p> <p>Can I use my knowledge of grammar to speak correctly?</p> <p><u>Reading</u></p> <p>Can I understand a short story or factual text and note the main points?</p> <p>Can I use the context to work out unfamiliar words?</p> <p><u>Writing</u></p> <p>Can I write a paragraph of 4-5 sentences?</p> <p>Can I substitute words or phrases?</p>	<p>PSHE:</p> <p>SCARF Rights and Respect Unit -</p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes (OPTIONAL)</p> <p>Happy shoppers - caring for the environment</p> <p>Action stations! (OPTIONAL)</p> <p>Project Pitch (parts 1 & 2) (OPTIONAL)</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p> <p>Community art (OPTIONAL)</p>	

YEAR 6 – TERM 5

The Ancient Greeks



Theme Intent: There will be ample opportunities to explore contemporary issues to do with democracy, rights and freedoms and the children will be *curious* and explore a society very different from their own. They will also explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the fragments from the past. The main foci throughout will be: ideas, beliefs (*worship, belief in divine beings*), attitudes (esp. the role of women); way of life (contrasting Athens with Sparta and grasping that ideas flourished in a society where there were so many slaves to do the hard work – this will provide the opportunity for them to consider *big questions* and consider the *wisdom* involved); achievements in a range of disciplines so that pupils are aware of the heights they scaled compared to other societies at the time; legacy more than just influence on today but on other periods as well (e.g. Victorians and Tudors). Our focus on the Battle of Marathon helps children to understand that if that battle, and later the sea battle at Salamis had been lost then all the art, culture, democracy and philosophy that followed in the Golden Age of Athens would have been lost to the world. The battle also gives us a great opportunity to explore consequences as well as causes-an area often neglected – we will make links with *responsibility, courage, cooperation, respect, taking a challenge*. It will be important in this topic to link this to other periods studied at KS2. In English, the book ‘Percy Jackson and the Lightning Thief’ will be used as a driver and spring-board for *creative* writing. Through this book the children will consider *sense of identity, empathy and a sense of purpose*. Our value this term is *responsibility*.

<p>WRITING: Fiction Driver Text: The Adventures of Odysseus – Hugh Lupton, Daniel Morden, Christina Balit Main Outcome: Sequential Chapter of Odysseus (3 weeks) Mini outcomes: God’s Fact Finding, Odysseus Diary Extract, Monster character description, Poseidon/Zeus dialogue Linked Texts: God Beneath the Sea – Leon Garfield Class Reader: The Boy in The Girls Bathroom Louis Sacher</p> <p>Creative Writing – Character description, dialogue Oracy – School Play Debate – Mock Trial? Magistrates Court? Should year 6 children have a mobile phone?</p>	<p>SPAG: Spelling: Words with the suffix ‘-ably’ Words with the suffix ‘-ible’ Words with the suffix ‘-ibly’ Words with the suffixes ‘-ent’ and ‘-ence’ Words ending in ‘-er’, ‘-or’ and ‘-ar’ Adverbs synonymous with determination ending in ‘-ly’</p>	<p>READING: Whole Class Guided Reading Texts: Novels: Mortal Engines by Philip Reeve, Who Let the Gods Out? By Maz Evans, The Goldfish Boy by Lisa Thompson Electricity: James Chadwick, How Burglar Alarms Work, Wires by Athlete Picture Books: Farther by Grahame Baker-Smith, Way Home by Libby Hathorn and Gregory Rogers, The Dam by David Almond Critiquinf the Media: Representations of Diego Maradona and Mia Hamm, Media Representations of Kate Middleton and Meghan Markle, The True Story of the Three Little Pigs by Jon Scieszka</p>	<p>MATHS: Statistics – interpret and construct line graphs and pie charts; average and mean Targeted Revision SATs</p>
<p>SCIENCE: Electricity Can I explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer? Can I compare and give reasons for why components work and do not work in a circuit? Working Scientifically Can I explore ideas and raise different kinds of questions? Can I plan different types of scientific enquiry? Can I set up a fair test? Can I describe what the variables are in a given enquiry and know how to control them?</p>	<p>COMPUTING: Data and Information Unit 6.4 Introduction to spreadsheets Can I calculate data using a formula for each operation? Can I use functions to create new data? Can I use existing cells within a formula? Can choose suitable ways to present spreadsheet data?</p>	<p>ART: Can I use a range of resources to create art? Pottery Can I explain why they have used different tools to create art? Can I explain why they have chosen specific techniques to create art? Can I explain the style of their work and how it has been influenced by a famous artist? Grayson Perry</p> <p>Grayson Perry and The Ancient Greek – narrative journey on pottery</p>	<p>HISTORY: Chronological Understanding Can I place features of historical events and people from past societies and periods in a chronological framework? Interpretation Can I understand how and why contrasting arguments and interpretations of the past have been constructed? Communication Can I talk about the achievements of the Ancient Greeks and their influence on the world? .</p>

<p>Can I describe what the variables are in a given enquiry and can isolate each one when investigating?</p> <p>Can I use data which I have generated to help make sense of my investigations?</p> <p>Can I use the outcome of test results to make predictions and set up a further comparative and fair tests?</p> <p>Can I make accurate predictions based in information gleaned from my investigations?</p> <p>Can I evaluative when explaining my findings and can identify when further tests and observations might be needed?</p> <p>Can I support my conclusions with evidence?</p>			
<p>GEOGRAPHY:</p>	<p>RE: KINGDOM OF GOD</p> <p><i>U2.6 For Christians, what kind of king is Jesus?</i></p> <p><i>Make connections: Can I relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today?</i></p>	<p>DT:</p> <p>Can I explain what seasonality means and where some foods originate from?</p> <p>Can I use a range of techniques to make predominantly savoury dishes?</p> <p>Can I show that I can test and evaluate my products?</p> <p>Can I understand the importance of design in the world?</p>	<p>PE:</p> <p>REAL PE Unit 6</p> <p>Personal</p> <p>Can I cope well and react positively when things become difficult? Can I persevere with a task and I can improve my performance through regular practice?</p> <p>Coordination: Sending & Receiving</p> <p>Can I alternately throw and catch 2 tennis balls against a wall?</p> <p>Can I throw 2 tennis balls against a wall and catch them with opposite hand (cross-over)?</p> <p>Can I throw 2 tennis balls against a wall in a circuit, in both directions?</p> <p>Agility Ball Chasing</p> <p>Can I roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction?</p> <p>Can I perform above challenge with tennis ball?</p> <p>Can I roll and chase large ball, stopping it with head in front support position facing opposite direction?</p> <p>REAL Dance Unit 1 or 2</p> <p>Personal</p> <p>Can I cope well and react positively when things become difficult? Can I persevere with a task and I can improve my performance through regular practice?</p> <p>Can I develop sequence in a specific style?</p> <p>Can I choose my own music and style?</p>
<p>MUSIC:</p> <p><u>Singing</u></p> <p>Can I sing in harmony, confidently and accurately?</p> <p>Can I perform parts from memory?</p>	<p>MFL – GERMAN:</p> <p><u>Spoken Language</u></p> <p>Can I hold a simple conversation with at least 4 exchanges?</p>	<p>PSHE:</p> <p>Being My Best SCARF Unit:</p> <p>This will be your life!</p> <p>Our recommendations</p>	

	<p>Can I use my knowledge of grammar to speak correctly?</p> <p><u>Reading</u></p> <p>Can I understand a short story or factual text and note the main points?</p> <p>Can I use the context to work out unfamiliar words?</p> <p><u>Writing</u></p> <p>Can I write a paragraph of 4-5 sentences?</p> <p>Can I substitute words or phrases?</p>	<p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid, including Sepsis Awareness</p> <p>Five Ways to Wellbeing project</p>	
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YEAR 6 – TERM 6

The Ancient Greeks



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<p>WRITING: Fiction Driver Text: Pride Main Outcome: Write a story about being different at school? - narrative (2 weeks) Class Reader: Boy in the Girls Bathroom – Louis Sachar Non-fiction Outcome: Expository essay – Why my Greek God is the best. (1 week)- from Term 5 Cross-curricular Link Outcome – Democracy and the right to expression - Letter – To our MP about an issue that the believe in (or sewage issue) (1 week) Cross Curricular Link Opportunity: Democracy and British Values Oracy – School Play, Leaver’s Assembly work</p>	<p>SPAG: <u>Spelling:</u> Adjectives used to describe settings Adjectives used to describe feelings Adjectives used to describe characters Grammar vocabulary 1 Grammar vocabulary 2 Grammar vocabulary 3</p>	<p>READING: Songs from musicals: Speechless from Aladdin, Defying Gravity from Wicked, Waving Through a Window from Dear Evan Hansen Animals Including Humans: Red Blood Cells, Preventing Coronary Heart Disease – NHS Advice, Fad Diets Children’s Classics: Treasure Island by Robert Louis Stevenson, Swallows and Amazons by Arthur Ransoms, Oliver Twist by Charles Dickens Spies: Silverfin by Charlie Higson, Jake Atlas by Rob Lloyd Jones Poetry: Tyger by William Blake, Invictus by William Ernest Henley, Jabberwocky by Lewis Carroll</p>	<p>MATHS: Transition work Focus work on KPIs Problem Solving</p>
<p>SCIENCE: Animals including humans Can I identify and name the main parts of the human circulatory system? Can I explain the function of the heart, blood vessels and blood? Can I explain the impact of diet, exercise, drugs and life style on health? Can I explain how to keep my body healthy and how it could be damaged? Can I explain the ways in which nutrients and water are transported in animals, including humans? Working Scientifically Can I plan different types of scientific enquiry? Can I set up a fair test? Can I describe what the variables are in a given enquiry and know how to control them?</p>	<p>COMPUTING: Programming Unit 6.6 Sensing Can I design a solution by breaking a problem up? Can I recognise that different solutions can exist for the same problem? Can I use logical reasoning to detect errors in algorithms? Can I use selection in programs? Can I work with variables? Can I explain how an algorithm works? Can I explore ‘what if’ questions by planning different scenarios for controlled devices? Can I design, test and debug my projects?</p>	<p>ART: Can I use a range of resources to create art? Pottery Can I explain why they have used different tools to create art? Can I explain why they have chosen specific techniques to create art? Can I explain the style of their work and how it has been influenced by a famous artist? Grayson Perry Grayson Perry and The Ancient Greek – narrative journey on pottery</p>	<p>HISTORY: Chronological Understanding Can I place features of historical events and people from past societies and periods in a chronological framework? Interpretation Can I understand how and why contrasting arguments and interpretations of the past have been constructed? Communication Can I talk about the achievements of the Ancient Greeks and their influence on the world?</p>

<p>Can I describe what the variables are in a given enquiry and can isolate each one when investigating?</p> <p>Can I use data which I have generated to help make sense of my investigations?</p> <p>Can I evaluate when explaining my findings and can identify when further tests and observations might be needed?</p> <p>Can I support my conclusions with evidence?</p>			
<p>GEOGRAPHY: Geographical skills and fieldwork</p> <p>Can I analyse maps, plans and graphs to help me form an opinion?</p> <p>Can I use Ordnance Survey symbols and six-figure grid references?</p>	<p>RE: HINDUS</p> <p>U2.7 Why do Hindus want to be good? Make sense of belief: Can I identify and explain Hindu beliefs e.g., dharma, karma, samsara, moksha, using technical terms accurately?</p>	<p>DT:</p>	<p>PE: Outdoor and Adventure</p> <p>Can I plan a route and a series of clues for someone else?</p> <p>Can I plan with others taking account of safety and danger?</p> <p>SWIMMING (x10 daily 30 min lessons)</p> <p>Can I swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>Can I use a range of strokes effectively? [for example, front crawl, backstroke and breaststroke]</p> <p>Can I perform safe self-rescue in different water-based situations?</p>
<p>MUSIC: <u>Singing</u></p> <p>Can I sing in harmony, confidently and accurately?</p> <p>Can I perform parts from memory?</p>	<p>MFL – GERMAN: <u>Spoken Language</u></p> <p>Can I hold a simple conversation with at least 4 exchanges?</p> <p>Can I use my knowledge of grammar to speak correctly?</p> <p><u>Reading</u></p> <p>Can I understand a short story or factual text and note the main points?</p> <p>Can I use the context to work out unfamiliar words?</p> <p><u>Writing</u></p> <p>Can I write a paragraph of 4-5 sentences?</p> <p>Can I substitute words or phrases?</p>	<p>PSHE:</p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Helpful or unhelpful? Managing change</p> <p>Is this normal?</p> <p>Making babies</p> <p>What is HIV? (OPTIONAL)</p>	