

## History

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understand how our knowledge of the past is constructed from a range of sources

Make confident use of a variety of sources for independent research.

Describe a study of Ancient Greek life and achievements and their influence on the western world.

Describe a local history study.

## English

**Core text: Who Let the Gods Out? By Maz Evans**

*Possible support materials: Disney's Hercules, ancient Greek myths, non-fiction: Alzheimer's, Stonehenge.*

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).

Evaluate and edit by ensuring the consistent correct subject and verb agreement when using singular and plural.

Draft and write by accurately precisising longer passages.

Draft and write by using organisational and presentational devices to structure text and guide the reader e.g. headings, sub-headings, columns, bullets or tables.

Use dictionary to check the spelling of uncommon or more ambitious words.

Spell words from the year 5 and 6 spelling list correctly.

Spell words ending with cious and tious

Spell words ending in able/ible or ably/ibly

Understand the following terminology: synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.

Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.

## Music

- (i) Create a simple composition and record using formal notation
- (ii) Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets
- (iii) Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
- (iv) Improvise and compose music for a range of purposes using the inter-related dimensions of music

## Art

**Ancient Greek Art**

Select ideas based on first hand observation based on experiences and imagination and develop these through open ended research.

Refine his/ hers use of learnt techniques

Use techniques colours tones and effects in appropriate way to represent things seen – ie brush strokes following the direction of the grass stippling to paint sand and water colours bleed to show clouds.

## Year 6 Term 5

### Who let the gods out?

## RE/ PSHE

**The hajj – journey of a lifetime**

**Key Questions**

What is a pilgrimage?

Why do Muslims go on Hajj?

Which stories are associated with the places on Hajj?

How does the Hajj make Muslims feel they are all part of one family?

## ICT

Include use of sequences, selection and repetition with the hardware used to explore real world systems

Solves problems by decomposing them into smaller parts

Create programs which use variables

## Music

- (i) Sing as part of an ensemble with full confidence and precision.

## Maths

**White Rose – geometry – properties of shapes**

-Draw 2-D shapes using given dimensions and angles.

-Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

-Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

**White Rose – problem solving**

No NC skills or small steps to follow

**White Rose – statistics**

-Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

-Interpret and construct pie charts and line graphs and use these to solve problems.

-Calculate the mean as an average.

## PE

### **Striking and fielding/swim**

(i) Pupils will focus on improving and applying basic skills for netball.

(ii) In all games activities, pupils will think about how to use tactics and strategies to attack the opposition.

(iii) They will learn to plan basic principles of invasion and make informed decisions during small sided games.

(iv) To understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

(v) In this unit pupils will improve the basic skills of sending, receiving, batting and bowling.

(vi) Pupils will work on quality of replication with the intention of outwitting opponents.

(vii) Pupils will play and make up small-sided and modified competitive striking/fielding games.

(viii) To implement skills and tactics to form an attacking and defending principle.

(ix) To develop an attitude of fair play, sportsmanship and enjoyment.