

St Marys Catholic Primary School



Year Group: 6

Term: Autumn

Topic: Ancient Greece

Literacy Block 1:

Book Focus: Greek Myths

Genre: Descriptive Writing & Narrative

Immerse:

Sharing the text and making predictions

Myths and legends

Research

Analyse & Skills:

WAGOLL – Beware poster/report

Language development

Develop vocabulary

Plan:

Plan to create a warning poster

Write:

Create a warning poster based on a mythical creature

Edit:

Celebration of work, Paired peer assessment and class feedback.

Genre: Narrative

Immerse:

Read Theseus and the Minotaur/Perseus/Achilles

Analyse & Skills

WAGOLL – Short myth

Features of myths – moral of a tale

Commas

Expanded noun phrases

Sentence structures – clause structures

Literacy Block 2:

Plan:

To plan a short myth

Write:

To write a short myth

Edit:

Celebration of work, Paired peer assessment and class feedback.

Maths:

Integers and decimals

Pupils will learn:

- To read and write numbers to ten million.
- To compare and order numbers to ten million.
- To identify place value to three decimal places.
- To round integers to a required degree of accuracy.
- To apply rounding in a range of contexts.
- To explore strategies for addition.
- To explore strategies for subtraction.
- To interpret addition and subtraction problems.
- To interpret addition and subtraction problems involving decimals.
- To apply strategies to multi-step problems.

Multiplication and division

- To explore factors and multiples.
- To use equivalences to calculate (multiplication).
- To use equivalences to calculate (division).
- To multiply and divide by 10, 100 and 1000.
- To solve problems using known and derived facts.
- To use the short multiplication algorithm.
- To use the long multiplication algorithm.
- To use the formal long division algorithm with a 1-digit divisor.
- To generate key facts for long division.
- To use the formal long division algorithm with a 2-digit divisor.
- To find and interpret whole number and decimal remainders.
- To find and fraction remainders.
- To solve and interpret problems (1&2).

Calculation problems

- To understand which operations have equal priority.
- To understand the order of operations including brackets.
- To use and apply the order of operations.
- To generate and describe linear number sequences.
- To express missing numbers algebraically.

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| | <p>To create algebraic expressions for different contexts. To satisfy equations with two unknowns. To apply problem solving strategies.</p> |
| Science: | <p>Light and Perception Pupils will learn: Lesson 1: How do we see? Lesson 2: What do shadows tell us about light? Lesson 3: What is reflection? Lesson 4: What is refraction? Lesson 5: What colour is light? Lesson 6: What is light pollution?</p> <p>Pupils will know and understand: That we see when light is reflected from an object into our eyes. Light travels in straight lines. The parts of the human eye and how the eye works. Reflection is when light bounces off a surface and changes direction of the ray of light. The angle of incidence is always equal to the angle of reflection. How light behaves in water. Clear white light is made up of 7 colours. The colours we see are known as the visible spectrum. Light waves can be absorbed, transmitted or reflected to create colour, white or black. How shadows are formed and that they are the same shape as the object</p> |
| History/Geography: | <p>Ancient Greece Pupils will learn: Lesson 1: Who were the first Greek civilians and how do we know about them? Lesson 2: How was Ancient Greece ruled? Lesson 3: Why were the Persian wars and democracy part of the Golden Age of Greece? Lesson 4: Who were the Athenians and Spartans and how did they compare? Lesson 5: What did Alexander the Great achieve and how was he influential? Lesson 6: Why are some of the achievements of the Ancient Greeks still important today?</p> <p>Pupils will know and understand: Who the first Greek civilians were, what they did and how we know about them. How Ancient Greece was ruled and by whom. The Persian Wars and democracy as part of the Golden Age of Greece.</p> |

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| | <p>Information about the Athenians and Spartans. About the achievements of Alexander the Great. The impact Ancient Greeks still have on the world today.</p> |
| Art and Design | <p>Pupils who are secure will:</p> <ul style="list-style-type: none"> * Create five apparatus designs, applying the design criteria to their work. * Make suitable changes to their work after peer evaluation. * Make roughly three different structures from their plans using the materials available. * Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. * Secure their apparatus to a base. * Make a range of landscape features using a variety of materials which will enhance their apparatus. |
| PE: | <p>Tag Rugby Pupils will learn:</p> <p>Lesson 1: To select the appropriate skill, choosing when to run and when to pass. Lesson 2: To move into space to support a teammate abiding by the rules. Lesson 3: To use defending skills to gain possession. Lesson 4: To work as a defending unit to prevent attackers from scoring. Lesson 5: To use a variety of attacking skills to beat a defender. Lesson 6: To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p> <p>Pupils will know and understand how to:</p> <p>Create and use space to help my team. Pass and receive the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Tag opponents individually and when working within a unit. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> |
| RE | <p>Creation and Covenant Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCFK 22) • In Jesus, God restored humanity's relationship with him. |

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| | <ul style="list-style-type: none"> • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). |
| Computing | <p>iNetwork</p> <p>Lesson 1: iConnect To understand that a computer network is a group of computers that are connected</p> <p>Lesson 2: iRoute To understand that the internet is many networks that are connected to each other</p> <p>Lesson 3: iTrace To know that computers connected to the Internet have their own address</p> <p>Lesson 4: iSearch To know that internet search engines maintain, and rank, a list (or index) of other websites available on the world wide web</p> <p>Lesson 5: iCreate To recognise and use basic HTML syntax</p> |
| RSE | <p>Created and Loved by God</p> <p>We will look at lifecycles, menstruation and growth. For you created my inmost being; you knit me together in my mother's womb. Your eyes saw my unformed body; I praise you because I am fearfully and wonderfully made. Psalm 139</p> |
| Immersive events, visits and visitors: | <p>Class fundraising Local walk</p> |