

English – Key text – Who Let the Gods Out?

Writing

- Can I identify key features of text types I am studying and use these to plan my own writing?
- Can I write with purpose for a specific audience?
- Can I develop characters and setting in story writing?
- Can I select appropriate grammar and vocabulary?
- Can I structure and organise my writing appropriately?
- Can I draft, edit and improve my writing?

Reading

- Can I read aloud and understand the meaning of new words that I meet?
- Can I discuss and evaluate authors use of language?
- Can I make inferences about characters and justify with evidence?
- Can I predict what might happen from details I have read?
- Can I explain my understanding of a text?
- Can I retrieve information to answer a range of questions?
- Can I summarise in a variety of ways?

Grammar

- Can I understand spelling rules and learn words that are tricky to spell?
- Can I structure sentences in different ways using a range of clauses?
- Can I use brackets, commas and dashes to show parenthesis?
- Can I use semi-colons between clauses?
- Can I use a range of conjunctions?

Art- To learn about great artists in history, To improve mastery of art and design techniques, including drawing, painting and sculpting with a range of materials

- Can I design a comedy and tragedy mask and understand their purpose?
- Can I create pottery in the style of the Ancient Greeks?
- Can I use soap to create an Ancient Greek bust?
- DT- Design, make and evaluate a Labyrinth game**
- Can I use research and develop design criteria?
- Can I design an innovative, functional and appealing product?
- Can I develop my ideas through diagrams and prototypes?
- Can I select from and use a wider range of tools and materials?
- Can I evaluate my product against my design criteria?

Geography –Locational Knowledge- Greece

- Can I locate Greece on a map and identify environmental regions and major cities?
- Can I describe the key aspects of human geography in Greece, including types of settlement and land use?
- Can I explore the culture of Modern Greece and compare it to both Ancient Greece and my own culture?
- Can I understand trade links and how natural resources are distributed in Greece?

History – Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Can I identify on a timeline the time period of Ancient Greek Civilisation?
- Can I find out how Ancient Greece was organised and compare its major cities?
- Can I explore Ancient Greek armies by looking at artefacts?
- Can I understand the beliefs of Ancient Greeks?
- Can I identify aspects of everyday life in Ancient Greece?
- Can I analyse the impact the legacy of Ancient Greece has had on society?

Maths

- Can I read, write, order and compare numbers up to 10,000,000?
- Can I round any whole number to a degree of accuracy?
- Can I use negative numbers in context and calculate across zero?
- Can I solve addition and subtraction multi-step problems?
- Can I multiply multi-digit numbers using a formal calculation?
- Can I divide numbers up to 4-digits by 2-digits using a formal calculation?
- Can I perform mental calculations with large numbers and different operations?
- Can I identify common factors, common multiples and prime numbers?
- Can I use estimation to check answers?
- Can I simplify fractions and use knowledge of equivalent fractions?
- Can I compare and order fractions?
- Can I add and subtract fractions?
- Can I multiply fractions by whole numbers?
- Can I multiply fractions by fractions?
- Can I divide fractions by whole numbers?
- Can I find fractions of amounts?
- Can I describe positions on the full coordinate grid?
- Can I draw, translate and reflect simple shapes?

Cross- curricular maths linked to DT- A
Labyrinth design

Hook:

'A taste of Greece'
hook day and
learning share

Museum trip tbc

Autumn Term 2018
Year 6 MTP

Science- Light & Electricity

In the Light unit children will be learning to:

- Can I recognise that light appears to travel in straight lines?
- Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?
- Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?
- Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

In the Electricity unit children will be learning to:

- Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?
- Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?
- Can I use recognised symbols when representing a simple circuit in a diagram?

Working Scientifically:

- Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?
- Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
- Can I use test results to make predictions to set up further comparative and fair tests?

Dates to note

Hook Day – September 6th
Harvest – October 1st
Museum trip – tbc

ICT – Coding

French- Understanding Grammar

Music- Greek Music

Listening and responding to music, improvising and performing for a purpose.

PE Gymnastics Hockey

Outdoor Learning – Drama outside / Planting

P4C – Big questions – How do we keep safe?

Global Sustainable development, black history, world food day, one world week, remembrance day, international children's day, rights respecting

SMSC – New Beginnings – The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all.

SMSC- Anti-Bullying - What it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem.

RE – Christianity & Hinduism – Justice and Freedom
Can I explain what freedom means for myself and for people of faith? Can I share experiences of injustice? Can I explore how people of faith have experienced injustice? What would the world be like without forgiveness? Is it easy to forgive? What does reconciliation mean? What are our hopes and dreams for justice? **Can I use reading skills with a religious text?**