

Year 6		1 <sup>st</sup> Half Summer Term SATs	2 <sup>nd</sup> Half Summer Term
Theme/Topic title		The Greeks	Moving On/
Educational visits/Visitors		David Emsley readers linked to GR Janet Gardener listens to reader	Careers Visitors Police Dentist
Hook		Week 4 Ancient Greek Day Ancient Greece Olympics	Transition meetings with secondary school teams Oxford Hill Farm Residential
Texts		<ul style="list-style-type: none"> <li>Who let the Gods out?</li> <li>Theseus and the Minotaur legend</li> <li>The Trojan War legend</li> </ul>	Kensuke's Kingdom
Guided Reading		<ul style="list-style-type: none"> <li>Phonics Bug KS2 Guided Reading The Red Lady (2 weeks) The Tree (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Bug KS2 Guided Reading</li> <li>Beyond the Horizon (5 weeks)</li> </ul>
English	Fiction focus	Ancient Greek Myths: Theseus and the Minotaur The Trojan War Who let the Gods out?	Fantasy Kensuke's Kingdom island setting description Narrative retelling
	Non-fiction focus	Olympics Now and then	Information Transition to secondary school Going up The no worries guide to secondary school (non-fiction)
	Poetry	Concrete poetry to depict the story of a Greek myth	Narrative poetry Written from the perspective of Kensuke
Mathematics Focus on Recovery Curriculum	Content overview	<ul style="list-style-type: none"> <li>Algebra</li> <li>Measurement</li> <li>Geometry</li> <li>Statistics</li> </ul>	
Science	Focus	Evolution and Inheritance	<ul style="list-style-type: none"> <li>Light</li> </ul>
		<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are different to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
	Content overview N.C. P.O.S.		

	Cornerstones Investigation	Cornerstones Investigation	Translucent, transparent, opaque investigation
Computing	Focus	Algorithms and using and applying networks Computational thinking	Problem Solving Digital literacy Data-using and applying (maths link with statistics)
	N.C. subject content	<ul style="list-style-type: none"> <li>Produce algorithms independently using logical and appropriate data</li> <li>Design and create a range of programs to accomplish given rules</li> <li>Create flowcharts and other diagrams to explain how a process or model works</li> </ul>	<ul style="list-style-type: none"> <li>Independently problem solve and model situations and processes, by understanding and exploring the impact of changing variables and rules within a model</li> <li>Evaluate and improve presentations in the light of discussions, marking and audience response</li> <li>Create data collection forms an enter data from these accurately. Make graphs from the calculations on their own spreadsheet, sort and filter information.</li> </ul>
	Online safety message	If I see images or text that worries me, what should I do?	How should I behave responsibly online?
Geography	Focus	Understand the features and places within the UK and wider world Human and physical features The world Environment processes places	Express views Patterns
	N.C. subject content	<ul style="list-style-type: none"> <li>Explain how climate zones biomes and vegetation belts affect the physical and human features of a place in the world</li> <li>Describe the environmental regions, key human and physical features, countries and major cities of Europe, North and South America</li> <li>Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment</li> <li>Describe how physical and human processes can lead to similarities and differences in the environment of places and in the lives who live there</li> <li>Describe how climate, ecology and people are effected by cold, and describe the freezing process</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that different values and attitudes including their own, result in different approaches to environmental interactions</li> <li>Identify geographical patterns on a range of scale</li> </ul>

		<p>land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	
History	Focus	Ancient Greeks	Local history
	N.C. subject content	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>Suggest and research information sources required to present an in-depth study of a local area or town (Oxford link with residential) then link with computing where they do a PPT presentations</li> </ul>
Physical education	Content overview	Rounders Cricket	Gymnastics Athletics Dance
	N.C. subject content	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Compare performance and demonstrate improvement to achieve personal best</li> </ul>	<ul style="list-style-type: none"> <li>Compare performance and demonstrate improvement to achieve personal best</li> <li>Play competitive games, modified where appropriate</li> <li>Use running, throwing and catching in isolation and in combination</li> </ul>
Art and design	Focus	Clay vase Drawing Line and tone Nutrition	Painting 3D (and form)
	N.C. subject content	<ul style="list-style-type: none"> <li>Use a variety of media to represent light, shade form pattern and texture in a range of drawing work</li> <li>Use pen and ink to add line tone and perspective using a tonal ink brush</li> <li>Plan how they can have a healthy and affordable diet</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use paint techniques characteristic of a special genre (brush strokes, colours, application of paint)</li> <li>Embellish a 3D form using collage (decoupage) to sculpt and make a 3D shape juxtaposing individual components</li> </ul>
Design and technology	Focus	Recycling art models (link to arts week)	Existing product evaluation Designing Structures and mechanism
	N.C. subject content	<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Explain the form and function of familiar existing products</li> <li>Develop detailed designs for products aimed at a particular group sharing ideas using cross sectional drawing and prototype</li> <li>Select the most appropriate materials for sculptures and what makes them strong. Choose the most appropriate mechanism structure for a particular purpose</li> </ul>
Music	Focus	Composing Pulse and rhythm Notation	Oliver Musical

	N.C. subject content	<ul style="list-style-type: none"> <li>• Compose a piece of music based on a theme (film or special event)</li> <li>• Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre and duration</li> <li>• Recognise and use staff and use unconventional notation when composing</li> </ul>	<ul style="list-style-type: none"> <li>• Sing well-known songs with percussion and melodic accompaniments.</li> </ul>
PSHE		RSE Relationships and feelings	Relationships and respect Health and hygiene Diversity
French	Rigolo unit	Transport Reflexive verbs used in daily routine	
R.E.		Taught in the Spring term	
Cross curricular links	English	Non-chronological texts for the Greeks	
	Maths	Topic – presenting data using statistical analysis (population / climate graphs)	Use of scientific calculators within maths
	Other		Going up Transitional book in English