

## (Spring 2)

Greeks

The Girl of Ink and Stars - Kiran Hargrave

Ancient

Linked English class text-

Active Citizenship Project Year 6: Bradford Nightstop (charity supporting the homeless)

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>English</b>  Poetry unit  Writing linked to Class Novel, 'The Girl of Ink and Stars' (myth)	<b>Revise some poetic features and familiar poetic language.</b>  Explore and compare poems that include imagery and other poetic features.	<b>To write a free verse personification poem about a sea creature</b> (can choose to write about the fire breathing creature from the class novel).  To rehearse and perform poems to an audience. Decide on use	<b>To write an informal letter</b> in the role of a character.  Write a letter in the role of Isabella to Governor Adori to show disappointment at his decision to go on holiday to Africa instead of organising a search party to find Cata's murderer.	<b>To write a formal letter</b> in the role of a character.  Write a letter in the role of Governor Adori in response to Isabella's letter.	<b>Persuasive writing</b>  Identify features of persuasive writing.  Plan an information leaflet which informs and persuades parents to support Bradford Night Stop (a homeless charity).	Write a persuasive leaflet to encourage parents to support Bradford Night Stop (homeless Charity).  <b>ASSESSMENT WEEK</b>	<b>Parent event</b>  Poetry presentations and charity information for parents. Children have a bake sale to help raise donations for Bradford Night Stop.
<b>Maths</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	

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	<p>Geometry - Reflect shapes in 4 quadrants, measure and draw angles, 2D and 3D shapes.</p> <p><b>Revision:</b> Place value and four operation word problems.</p>	<p><b>Revision:</b> Measures and word problems.</p>	<p><b>Revision:</b> Fractions, decimals and percentages.</p>	<p><b>Revision:</b> Ratio and proportion, measures,</p>	<p><b>Revision:</b> Test Base questions.</p>	<p>Assessment Week</p>	
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## (Spring 2)

<p>Science: Light KPIs Scientific Skills: Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>To know that light comes from a variety of sources. Know that light travels in straight lines.</p>	<p>To investigate how mirrors reflect light, and how they help us see objects.  Create a periscope and explain how it works.</p>	<p>Investigate how refraction changes the direction in which light travels.</p>	<p>Investigate how a prism changes a ray of light.</p>	<p>Investigate how light enables us to see colours</p>	<p>Explore creating shadows.  Explain why shadows have the same shape as the object that casts them</p>
<p>D.T/Art</p>	<p>Making Rangoli patterns with coloured powder/sand.</p>					

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	<p><b>KPI's</b> To have attention to detail and design. Can produce pictorial and patterned prints.</p>			
<p><b>PSHE</b></p>	<p>KPI: I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. To understand what being part of a community means, and about the varied institutions that support communities locally and nationally.  To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing  Bradford Night stop charity link</p>	<p>KPI: I can understand why &amp; how some rules and laws that protect others &amp; me are made and enforced. I can say why different rules are needed in different situations understand how to take part in making &amp; changing rules.  To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.  To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>KPI: I can start to understand the term democracy and why it matters.  KPI: I can give examples of negotiation and compromise. In small groups, write a list of 3 things you would do to make Britain or your home town a better place. Prepare a mini speech to present to the rest of class. Allow plenty of time to discuss ideas and rehearse speeches.  Children to take part in a fair vote. They will learn about the process of democracy in Britain by running a mock election in class.  Share examples of</p>	<p>Present your speech to parents.</p>

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					<p>laws. Can children explain why they are important and what our country would be like?</p> <p>What would happen if we all broke the law? Draw links between laws &amp; school rules e.g. safety/speed limits on roads and not running in school/every child 5-17 has to go to school and school rules about attendance.</p> <p>Draw out links between democracy and voting for a government/local council and democracy in voting for school council. Manifesto written/speech; Campaign; Vote; Responsibility for carrying out promises.</p>	
<p><b>RE</b> Overarching</p>	<p>To understand</p>	<p>To understand</p>	<p>To understand why</p>	<p>Compare special</p>	<p><u>Art Link</u></p>	

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<p>question for the term: <b>Why are certain places and people sacred?</b></p> <p><b>Sacred times</b></p>	<p><b>why Diwali is a special time for Sikhs and Hindus.</b></p> <p><b>KPI:</b> Understand the significance of worship, rituals and values for the followers of religious</p>	<p><b>the importance of Lent/ Easter and Christmas</b></p> <p><b>KPI:</b> Understand the significance of worship, rituals and values for the followers of religious</p>	<p><b>Ramadan/Eid is important for Muslims.</b></p> <p><b>KPI:</b> Understand the significance of worship, rituals and values for the followers of religious</p>	<p><b>times between the different religions.</b></p> <p><b>KPI: To make comparisons between the religions and beliefs studied.</b></p>	<p>Making Rangoli patterns with coloured powder/sand.</p> <p><b>KPI's</b> To have attention to detail and design. Can produce pictorial and patterned prints.</p>	
<p><b>History - Ancient Greeks</b> <b>KPIs:</b> <b>Overarching Question:</b> <b>How have the Ancient Greeks Influenced us Today?</b> Confidently use appropriate historical terms to talk about their work. Understand how knowledge of the past is</p>	<p><b>Why was the Battle of Marathon a great victory for the Ancient Greeks?</b> Find as much evidence as possible from a range of sources.  To know that</p>	<p><b>In what ways are the modern Olympic games like the ancient ones?</b>  To know the reasons why the ancient Greek games took place.</p>	<p><b>Who did the ancient Greeks worship and why?</b>  Use evidence to find out and explain why it was so important for the Ancient Greeks to</p>	<p>Why do you think the Ancient Greeks might have told myths?</p> <p><b>Retell a myth</b> e.g. Theseus and The Minotaur The revenge of King Minos from a</p>	<p>Find out about an aspect of Greek way of life.</p> <p><b>Why were Greek Theatres so important to the Ancient Greeks?</b>  Use the enquiry questions and sources of information to</p>	<p>To prepare and present an Ancient Greek play. (Theseus and the Minotaur).</p>

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<p>constructed from a range of sources. Compare accounts of events from different sources. Link sources and work out how conclusions are arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Compare beliefs and behaviour with another time studied. Use evidence to support and illustrate an explanation. Analyse/ explain reasons for, and results of, historical events, situations, changes. Note connections, contrasts and trends over time.</p>	<p>modern events may have connections with the past.</p> <p>ICT link: newspaper report about the Battle of Marathon</p>	<p>To identify the main features of the ancient Olympic games and compare to the modern games.</p>	<p>worship their Gods</p>	<p>different character's viewpoint.</p>	<p>find out about Greek theatres.</p>	
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## (Spring 2)

<p><b>PE - Netball</b></p>	<p>Part 1 Use running, jumping, throwing and catching in isolation and in combination in the context of passing the ball in netball. • To improve and refine catching and throwing in netball.</p>	<p>2. Passing and Catching Part 2 Use running, jumping, throwing and catching in isolation and in combination in the context of passing and catching in netball. • To use a range of netball passes. • To know how to catch a netball in different ways.</p>	<p>3. Footwork and Pivoting To develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of pivoting and footwork in netball. • To know how to pivot. • To understand the footwork rule in netball.</p>	<p>4. Outwit Your Defender To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking movement skills in netball. • To know how to outwit defender to receive a pass</p>	<p>5. Attacking and Defending To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and shooting in netball. • To know how to one-on-one mark an opposition player. • To aim for a target.</p>	<p>6. High 5 Netball Tournament To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending; To compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of a High 5 Netball tournament. • To play in a netball tournament. • To evaluate my own and others' performance.</p>
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## (Spring 2)

<p><b>Music</b> Recording, creating and manipulating music and sound.</p>	<p>Children experiment with, create, select and combine sounds using the inter-related dimensions of music. Creating a story Children combine words, pictures, sounds, animation to create engaging stories. <a href="https://www.purplemash.com/#app/tools/2cas2">https://www.purplemash.com/#app/tools/2cas2</a></p>	<p>Linked to English - poetry Children select music that creates atmosphere for the mythical creature represented in their poem.</p>	<p>Rehearse poetry presentation with the music selected. Children present poems to parents.</p>	
<p>Computing</p>	<p>Computing – Data Handling - <u>Linked to Ancient Greeks</u> Use the data base of Greek Gods to answer questions (Maths link). <b>KPI's</b> Construct and interpret a range of appropriate tables and graphs relating to task Use ICT to present and highlight information and identify further questions to ask from data collected Collect and organise data in an efficient and accurate way by designing fields and records in a database Collect data using online quizzes, surveys or polls Interpret data by using a range of searches, sorts, filters and graphs and check for accuracy Present findings to a specified audience and display in other software (e.g. poster, multimedia, word processing)</p>	<p><u>Linked to Ancient Greeks</u>  Use Purple Mash programme to write a news report about the Battle of Marathon</p>		
<p>Food Tech, Arabic</p>	<p>Taught by specialist teachers during PPA carousel.</p>			



# Medium Term Plan Year 6



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Yellow highlights are planned writing opportunities across the curriculum.