

<b>Mental and Physical Well Being (MPWB)</b> <b>Health &amp; Self Care</b> <b>Moving &amp; Handling</b> <b>Making Relationships</b>	<b>Year 6 Curriculum Planner</b> <b>Spring 1</b>	<b>Understanding the World (UW)</b> <b>The World</b> <b>People &amp; Communities</b> <b>Technology</b>																		
<ul style="list-style-type: none"> <li>Indoor PE: In gymnastics, develop flexibility, strength, technique, control and balance; apply basic movements in a range of activities and in combination .Work across equipment and various levels <b>(PE)</b></li> </ul> <p>Street Dance ( Shipra’s class):</p> <ul style="list-style-type: none"> <li>Transfer weight between legs and mid and low levels <b>(D)</b></li> <li>Dance with increasingly accurate overall shape, direction and placement of movements. <b>(D)</b></li> <li>Dance with an awareness of body in relation to audience, staging and other dancers <b>(D)</b></li> <li>Outdoor games : Play competitive games in tag rugby using principles of attack and defence <b>(PE/ PSHE)</b></li> <li>Explore rights and responsibilities and reflect on ideas of right and wrong <b>(PSHE/RE)</b></li> <li>Gain simple knowledge about the law and understand that rules and the law are designed to protect <b>(PSHE)</b></li> <li>Evaluate their own use of the internet and how they present themselves online to others <b>(PSHE/C/UW)</b></li> <li>Continue to ensure the use of controlled and precise handwriting (Fine motor skills) <b>(E)</b></li> <li>Show increasing awareness of the issues surrounding cyber-bullying <b>(PSHE/C/UW)</b></li> </ul>	<p align="center"><b>THE WONDERS OF ANCIENT GREECE</b></p> <p><b>Topic description:</b> This half term our overall topic is Ancient Greece. We will be looking at the story of Odysseus and his adventures across the seas. We will also be looking at the impact of Ancient Greece on British Values, such as democracy.</p> <p><b>Big Question</b> How have the Ancient Greeks contributed to Britain today?</p> <p><b>The following National Curriculum subjects will be covered this half term</b></p> <table border="0"> <tr> <td>Art <b>(A)</b></td> <td>Design and Technology <b>(DT)</b></td> <td>Computing <b>(C)</b></td> </tr> <tr> <td>English <b>(E)</b></td> <td>French <b>(MFL)</b></td> <td>Geography <b>(G)</b></td> </tr> <tr> <td>History <b>(H)</b></td> <td>Maths <b>(Ma)</b></td> <td>Music <b>(M)</b></td> </tr> <tr> <td>Physical Education <b>(PE)</b></td> <td></td> <td>Science <b>(S)</b></td> </tr> <tr> <td>Dance <b>(D)</b></td> <td></td> <td></td> </tr> <tr> <td>Personal, Social, Health and Economic <b>(PSHE/RSE)</b></td> <td>Religious Education <b>(RE)</b></td> <td></td> </tr> </table> <p><b>DT</b> to be covered next half term</p> <p>Covers many curriculum subjects <b>(x curricular)</b></p>	Art <b>(A)</b>	Design and Technology <b>(DT)</b>	Computing <b>(C)</b>	English <b>(E)</b>	French <b>(MFL)</b>	Geography <b>(G)</b>	History <b>(H)</b>	Maths <b>(Ma)</b>	Music <b>(M)</b>	Physical Education <b>(PE)</b>		Science <b>(S)</b>	Dance <b>(D)</b>			Personal, Social, Health and Economic <b>(PSHE/RSE)</b>	Religious Education <b>(RE)</b>		<ul style="list-style-type: none"> <li>Make comparisons between ancient and modern Greece <b>(G)</b></li> <li>Understand the influence of the Ancient Greeks on British society <b>(H)</b></li> <li>Devise and ask questions about the past, considering key concepts in history <b>(H)</b></li> <li>Begin to offer explanations as to why Ancient Greeks acted as they did <b>(H)</b></li> <li>Read and discuss a wide range of fiction and non-fiction <b>(E)</b></li> <li>Work scientifically to find out about, investigate and ask questions <b>(S)</b></li> <li>Compose digital music using Garageband on ipads <b>(C/M)</b></li> <li>Use sequence, selection and repetition in programmable device (Crumble) to create a light sequence <b>(C)</b></li> <li>Exploring purpose and use of Apps then design and build own original App <b>(C)</b></li> <li>Investigate, research and classify animals and plants <b>(S)</b></li> <li>Use classification to group animals into vertebrates and invertebrates <b>(S)</b></li> <li>Learn about the work of Carl Linnaeus <b>(S)</b></li> <li>Apply knowledge of classification to living things in the local environment</li> <li>Explore the purpose of rules <b>(PSHE)</b></li> <li>Consider the consequences of actions <b>(PSHE)</b></li> <li>Understand how religious rules affect the lives of people who follow them <b>(RE/PSHE)</b></li> <li>Understand shared responsibilities in the world <b>(PSHE)</b></li> <li>Interpret the values of a religious story <b>(RE/PSHE)</b></li> </ul>
Art <b>(A)</b>	Design and Technology <b>(DT)</b>	Computing <b>(C)</b>																		
English <b>(E)</b>	French <b>(MFL)</b>	Geography <b>(G)</b>																		
History <b>(H)</b>	Maths <b>(Ma)</b>	Music <b>(M)</b>																		
Physical Education <b>(PE)</b>		Science <b>(S)</b>																		
Dance <b>(D)</b>																				
Personal, Social, Health and Economic <b>(PSHE/RSE)</b>	Religious Education <b>(RE)</b>																			
<p align="center"><b>English/Literacy (E)</b></p> <p><b>Reading</b>      <b>Writing</b></p> <ul style="list-style-type: none"> <li>Identify and use the features of suspense writing <b>(E)</b></li> <li>Use oracy skills to debate to explore the feelings and actions of different characters in a story <b>(E/CL)</b></li> <li>Write a suspense story, using appropriate vocabulary and levels of formality <b>(E)</b></li> <li>Drama and roleplay to help understand the character’s feelings <b>(E/CL)</b></li> <li>Practice and use inference to explore characters <b>(E)</b></li> <li>Write a short story from the perspective of a different character in ‘<i>The Landlady</i>’ <b>(E)</b></li> <li>Maintain positive attitudes to reading across a range of genres <b>(E)</b></li> <li>Explore the features of myths <b>(E)</b></li> <li>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader <b>(E)</b></li> <li>Explore own opinions of what has been read and justify views <b>(E)</b></li> <li>Write a myth, in the style of <i>The Adventures of Odysseus</i> <b>(E)</b></li> </ul>	<p align="center"><b>Communication and Language (CL)</b></p> <p><b>Understanding</b>      <b>Listening &amp; Attention</b>      <b>Speaking</b></p> <ul style="list-style-type: none"> <li>Drama and roleplay to create dialogue for ‘The Landlady’ <b>(E)</b></li> <li>Ask questions to extend understanding <b>(x curricular)</b></li> <li>Engage in collaborative discussions <b>(x curricular)</b></li> <li>Practice oracy skills to develop and present clear ideas <b>(x curricular)</b></li> <li>Develop reasoning across subjects to be able to explain their thought process <b>(x curricular)</b></li> <li>Practice debating skills to present and justify opinions as well as developing key listening skills <b>(x curricular)</b></li> <li>Build and use subject specific vocabulary <b>(x curricular)</b></li> <li>Learning and using technical language across a range of topics <b>(x curricular)</b></li> <li>To reason, explain and justify opinions, learning and processes across a range of topics and subjects <b>(x curricular)</b></li> <li>Revisit vocabulary for hobbies and food, taking part in conversations expressing likes and dislikes <b>(MFL)</b></li> <li>Use musical vocabulary <b>(M)</b></li> <li>Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition <b>(M)</b></li> <li>Listen with attention to detail and increasing aural memory <b>(M)</b></li> </ul>	<p align="center"><b>Expressive Arts and Design (EAD)</b></p> <p><b>Exploring &amp; Using Media &amp; Materials</b>      <b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Research the designs of Ancient Greek pottery and design and make own version <b>(A/H)</b></li> <li>Develop ideas of composition, scale and proportion to create an E-safety poster <b>(A/C)</b></li> <li>Use drama to explore texts and further understand characters <b>(E)</b></li> <li>Use dramatic improvisation techniques to explore story telling <b>(E/CL)</b></li> <li>Compose digital music using Garageband on ipads <b>(M)</b></li> <li>Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition <b>(M)</b></li> <li>Use musical vocabulary <b>(M)</b></li> <li>Play tuned and un-tuned instruments with control <b>(M)</b></li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <b>(M)</b></li> <li>Apply knowledge of the interrelated dimensions of music tempo, pitch, structure, timbre, texture for composition <b>(M)</b></li> <li>Develop motifs (taught and self-created) using fragmentation, selections, size, speed, level and direction <b>(D)</b></li> <li>Teach self-created movement to others using demonstration and words <b>(D)</b></li> <li>Use choreographic devices including mirroring, unison, canon, stillness, formations and levels <b>(D)</b></li> <li>Keep in time and dance to music at different tempos <b>(D/M)</b></li> </ul>																		
<p align="center"><b>Maths (Ma)</b></p> <p><b>Number Space, Shape &amp; Measure</b>      <b>Statistics</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of number and place value to problem solving</li> <li>Solve multistep problems using the 4 operations</li> <li>Fractions, decimals, percentages</li> <li>Ratio</li> <li>Measures and properties of shape</li> <li>Algebra</li> </ul> <p>Children are in specific groups in maths. This allows them to work at a pace most suited to develop their understanding, therefore the content and speed at which the curriculum is covered may vary.</p>	<p><b>Points to consider when planning</b></p> <p><b>E.g. ....</b></p> <p>Opportunities to include philosophy within lessons</p> <p>Opportunities for exploring current affairs</p> <p>Opportunities to develop awareness of environmental issues</p> <p>Characteristics of Effective Learning (Motivation, Thinking, Engagement)</p> <p>Kilmorie Child Qualities</p>	<p><b>Trips and visit:</b></p> <p>Crumble workshop</p>																		