

Who Let the Gods Out?

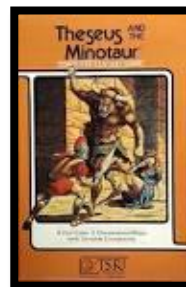
Learning Journey Showcase

Our learning journey showcase will be a presentation of our History topic: The Ancient Greeks. We will explore a variety of themes – including democracy, society, conflict and how the Ancient Greeks have influenced modern civilisations – and present our learning and understanding through a variety of genres.

The main **Class Texts and Poems** for this theme are:

Fiction:

- Who Let the Gods out - Max Evans
- Theseus and the Minotaur (Play)
- Greek Myths anthology – Atticus the storyteller’s 100 Greek Myths – Lucy Coats and Anthony Lewis

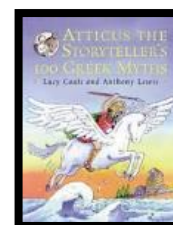


Non Fiction:

- DK – The Ancient Greeks

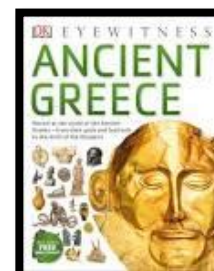
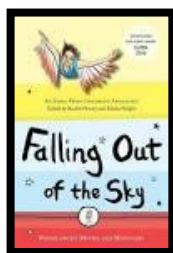
Poem:

- Falling out the sky poems about myths and monsters – edited by Rachel Piercey



Picture book:

- Flood by Alvaro F.Villa



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Proportion and problems
- Consolidation of previous taught units.

The children will also work on their arithmetic skills.

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

During the Summer term, the children will write:

- Information texts
- Myths
- Poetry
- Narrative
- Playscript
- Instructions

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

<p><u>Scientists</u></p> <p>As scientists, the children will learn about:</p> <ul style="list-style-type: none"> • Living Things and their Habitats • Evolution and Inheritance 	<p><u>Geographers</u></p> <p>As geographers, the children will find out how to:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom and Greece identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Greece • use maps, atlases, globes and digital/computer mapping to locate the United Kingdom and Greece
<p><u>Theologians (RE)</u></p> <p>As theologians, the children will discuss:</p> <ul style="list-style-type: none"> • What difference it makes to believe in Ahimsa (harmlessness), Grace and Ummah (community) <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children will learn that:</p> <ul style="list-style-type: none"> • Ancient Greece was divided into city-states, each with their own government. • Women were seen as second class to men. Some went to school and learnt music and dance. • In the Battle of Marathon Athens defeated Persia • The Greeks invented democracy • The first Olympic games included running, javelin and wrestling. • Greek civilisation has had an impact on our civilisation today.
<p><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • The Body (H) - (Summer 1) • Sport (I) - (Summer 2) <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><u>Citizens (PSHE)</u></p> <p>The children will begin by looking at the units 'Relationships' and 'Changing Me'. During these units the children will think about:</p> <ul style="list-style-type: none"> • Relationships and friendships • Techniques for making friends • How we change as humans • What changes will be made from Primary school to Secondary school? <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p><u>Artists</u></p> <p>As artists, the children will:</p> <ul style="list-style-type: none"> • Explore and research ancient figurines • Work in a safe, organised way, caring for equipment. 	<p><u>Designers (D&T)</u></p> <p>As designers, the children will design a fairground ride for the summer fair:</p> <ul style="list-style-type: none"> • Researching existing products • Designing our own products

<ul style="list-style-type: none"> Model and develop work through a combination of pinch, slab, and coil. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> Making our products using a range of tools, electrical systems and computing Sharing and evaluating their products
<p>Musicians</p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>The children will focus on the following units:</p> <ul style="list-style-type: none"> Music and Me – Various styles Reflect, Rewind and Replay – Various Styles The children will be taught the recorder, alongside their other units <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p>Users of technology (Computing)</p> <p>In users of technology, the children will learn about:</p> <ul style="list-style-type: none"> Spreadsheets Binary Quizzing <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p>Sports people</p> <p>As athletes, the children will focus upon Outdoor Adventure in Summer 1. Our unit is called 'Finding Success'. The children will learn to:</p> <ul style="list-style-type: none"> Develop communication skills Work as a team to overcome a challenge Learn different ways of tying knots (reef or figure of eight) Take part in competitive orienteering activities Plan a short loop course for a partner or group. <p>End Of Unit Celebration Event: Walk around the local area.</p> <p>In Summer 2, the children will focus upon Athletics. Our unit is called 'Going For Gold'. The children will learn to:</p> <ul style="list-style-type: none"> Develop speed walking technique Measure and record performances Train the body to run for a longer duration Sustain pace over longer distances Choose appropriate techniques for specific events eg crouching for sprinting, rotation for discus, shuffle for javelin. <p>End of Unit Celebration Event: Sports Day.</p> <p>We follow the <u>IPEP</u> scheme of learning for PE.</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) citizens</p> <p>The children will learn about:</p> <ul style="list-style-type: none"> Relationships and friendships Techniques for making friends How we change as humans What changes will be made from Primary school to Secondary school? <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE, which incorporates SMSC.</p>
<p>Some subjects do not link directly to the theme and will therefore be taught discretely.</p>	
<p>To develop the children's understanding of the theme we will have a topic 'launch' video to capture the children's interest and imagination.</p>	
<p>Key dates and school events that link to this topic will include a showcase of the work carried out by the children during the Summer Term.</p>	
<p>These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.</p>	



BROOKE
PRIMARY ACADEMY

Year 6 Spring Term Theme Map



If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.