

The Big Question: Why should we thank the Ancient Greeks?			Main Subject Focus: History	Year Group: 6	Term: Autumn 2
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
<p>Let it shine I can recognise that light appears to travel in straight lines I can 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 I can 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 I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast</p>	<p>I can make sketch maps of areas using symbols, a key and a scale. Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K and a region in a European country and a region in North or South America.</p>	<p>I understand how the Ancient Greeks influenced the modern world. I can explain the importance of the gods in Greek culture and identify the name of some. Including Zeus, Hercules or Hades. I am able to recall how the Olympics were created and the legacy left by early-Olympic games. Comparison of Ancient & Modern Olympics. I can compare the Ancient Greek era to another period of History from the curriculum.</p>	<p>I recognise that there are different solutions of an error in different programs I can pick an efficient algorithm of fixing a bug in different programs. I can use a range of blocks including variables, operators and the extension tools in different programs. I can explore 'what if' questions by planning different scenarios for controlled devices in a range of programmes</p>	<p>Explain the impact of beliefs about sacred writings, God and values Explain the impact of beliefs on people's lives. Explain the impact of beliefs on how people respond to charity.</p>	<p>Report – Ancient Greek theatre Persuasion – Come visit Greece! Diary entries from the perspective of a Trojan soldier</p>
					Reflect Ed
					<p>Learn a new skill enabling children to reflect on strategies for learning and the importance of developing resilience. Develop their understanding of metacognition.</p>

**Novel/Books: Ancient Greek Myths
Visit/Enrichment Experience: Partake theatre workshop, Greek food preparation**

RSHE: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
<p>I know how to make choices that support a healthy, balanced lifestyle including healthy meals, staying physically active, good dental health, staying safe in the sun, balance time spent online with other activities, importance of sleep</p> <p>I understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>I understand how legal and illegal drugs can affect health and how to manage situations involving them</p> <p>I know how to recognise early signs of physical and mental ill-health and what to do about this, including who to speak to in and outside of school</p> <p>I know that health problems, including mental health problems,</p>	<p>I can use a range of pencils to sketch the shape, movement and proportion and darker shaded pencils to give the final Greek Olympian silhouette and replicate it and add Greek patterns to the plate.</p> <p>I can use overlapping lines and shapes, shading and flowing lines to make drawings of the body and Greek Olympian silhouettes.</p> <p>I can create a Greek Olympic athlete silhouette with powder paint using a limited colour palette (red, white, yellow and blue) to create a 'sunset' effect.</p> <p>I can make a Greek pot for a purpose of my choice (cup/dish/pot).</p> <p>I can use clay tools to add intricate details to my Greek pot.</p> <p>I can produce a quality finish to my Greek pot by adding black and metallic</p>	<p>Athletics</p> <p>I can demonstrate stamina</p> <p>I can use athletics skills in isolation and combination</p> <p>Gymnastics</p> <p>I can combine my work with that of others.</p> <p>I can perform sequences to specific timings.</p>	<p>Confidently use a range of techniques such as grating, peeling, cutting and slicing</p> <p>Prepare and cook a variety of dishes safely and hygienically. Including a heat source.</p> <p>Know, explain and give examples of food that is grown, reared, and caught in the area studied</p> <p>Explain that foods contain different substances, such as protein, that are needed for health and to apply this when planning dishes.</p> <p>Adapt recipes to change the appearance, texture or aroma.</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p>	<p>Understand a short story or factual text and note the main points</p> <p>Use the context to work out unfamiliar words</p> <p>Write a paragraph of 4 or 5 sentences</p> <p>Substitute words and phrases.</p> <p>Use French articles confidently and accurately.</p> <p>Use future tense</p> <p>Use past tense</p>

<p>can build up if not recognised, managed, or if help is not sought early on.</p> <p>I know how mental and physical are linked</p> <p>I understand that positive friendships and being involved in activities such as clubs and community groups support well-being.</p> <p>I know that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>I understand that mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p>I know how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>I know that friendships may change and grow and how to manage this</p> <p>I recognise how to manage change, including moving to secondary school; how to ask for support or where to seek further information and</p>	<p>paint highlights and patterns.</p>				
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advice regarding growing up and changing.					
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