


# Lowe's Wong Anglican/ Methodist Junior School

## Topic Overview – Year 6

	Spring 1 Objectives	Vocabulary
<b>Topic</b>	Ancient Greece	
<b>Values</b>	Perseverance	
<b>Enrichment</b> (Visits and visitors)	Pit Day	
<b>English</b> Quality text	Greek Myths	
<b>English</b> Writing genres	Figurative language in writing; Understand how to build suspense; Use cohesive devices in writing Formal piece of journalistic writing; Understand bias vs unbiased and its impact on use of language; Produce an explanation text (Ancient Olympics)	
<b>Maths</b>	<p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>• Add or multiply?</li> <li>• Use ratio language</li> <li>• Introduction to the ratio symbol</li> <li>• Ratio and fractions</li> <li>• Scale drawing</li> <li>• Use scale factors</li> <li>• Similar shapes</li> <li>• Ratio problems</li> <li>• Proportion problems</li> <li>• Recipes</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• 1-step function machines</li> <li>• 2-step function machines</li> <li>• Form expressions</li> <li>• Substitution</li> <li>• Formulae</li> </ul> <p>• Form equations</p> <ul style="list-style-type: none"> <li>• Solve 1-step equations</li> <li>• Solve 2-step equations</li> <li>• Find pairs of values</li> <li>• Solve problems with two unknowns</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Place value within 1</li> <li>• Place value – integers and decimals</li> <li>• Round decimals</li> <li>• Add and subtract decimals</li> <li>• Multiply by 10, 100 and 1,000</li> <li>• Divide by 10, 100 and 1,000</li> <li>• Multiply decimals by integers</li> <li>• Divide decimals by integers</li> <li>• Multiply and divide decimals in context</li> </ul>	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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<b>Science</b>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Battery Cell Circuit Electricity Conductor Bulb Buzzer motor switch closed switch open switch recognised symbols circuit diagram charge negative terminal</p> <p>positive terminal voltage negative terminal series circuit circuit diagram parallel circuit working scientifically hypothesis fair test variable prediction conclusion</p>
<b>History</b>	<p><u>Ancient Greece - A study of Greek life and achievements and their influence on the western world</u></p> <ul style="list-style-type: none"> <li>• Where is Greece?</li> <li>• Who were the Ancient Greeks?</li> <li>• What have Ancient Greeks done for us?</li> <li>• How did the Ancient Greeks live?</li> <li>• What were the religious beliefs of the Ancient Greeks?</li> <li>• Where did the Olympics originate from?</li> <li>• How is the Ancient Greek political system different to ours?</li> <li>• How similar was life in Ancient Greece to today?</li> <li>• Which individuals were the most important to the Ancient Greeks?</li> </ul>	<p>The Ancient Greeks Olympics Democracy Democratic Parliament Represent House of Commons / House Of Lords Vote Assembly Athenian Citizens The Boule The The Ekklesia The Dikasteria Decisions Jurors Slaves Prisoners</p>

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		<p>Gods/Godesses Beliefs Zeus Mount Olympus</p>
<b>Geography</b>	Where is Greece located on a world map?	<p>Greece boundary country island port</p>
<b>Art and Design (artist)</b>	<p>Investigate: famous Artist – Picasso – Abstract art, Guernica + Portraits. Explore – Colour, shape, line, space (portraits) Create – Portraits using Picasso style. Reflect - Evaluation</p>	<p><b>Sketchbook:</b> develop, refine, shape, form, pattern, <b>Drawing:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait <b>Painting:</b> blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<b>Design Technology</b>	Not taught in this topic	
<b>Computing</b>	<p>E-Safety 6.3 – We Are Safe Social Networkers</p> <p><b>3D Modelling</b></p> <ol style="list-style-type: none"> <li>1. What is 3D modelling?</li> <li>2. Making changes</li> <li>3. Rotation and position</li> <li>4. Making holes</li> <li>5. Planning my own 3D model</li> <li>6. Making my own 3D model</li> </ol>	<p>Tinkercad Modelling 2D / 3D 3D object 3D space View Resize Colour Lift Rotate Position Select Duplicate Dimensions Placeholder</p>

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		Hole Group Ungroup
<b>RE</b>	<p><u>Beliefs in action in the world</u> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Represent Love, Holiness and Forgiveness in a triptych</p> <p><u>Jewish celebrations and family life</u> Understand the significance of special events and celebrations in the family lives of Jewish people</p>	<p>Special Omnipotent omniscient eternal worship holy triptych represent Bar mitzvah Bat mitzvah celebration Kindertransport</p>
<b>RSHE/PSHE</b>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Personal learning goals</li> <li>• Steps to success</li> <li>• My dreams for the world</li> <li>• Helping to make a difference</li> </ul>	<p>personal realistic criteria learning steps global issue concern hardship empathy compliment recognition</p>
<b>PE</b>	<p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>• Find space, defend and attack tactically by anticipating and reacting to the direction of play. Movement off the ball and finding space key.</li> <li>• Develop and refine strategies and tactics for attacking and defending during competitive team games.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Create complex, demanding and well executed sequences containing a variety of gymnastic components.</li> </ul>	<p>Effective, Use of space, Control, Accuracy, Technique, Tactics, Composition, Fluency, Rules Keeping possession, Passing range, Decisions, Dribbling, Shooting, Shield ball, Marking, Covering, Repossession, Attackers, Defenders</p> <p>Elements, Refine, Aesthetically, Criteria, Extension, Tension, Combination,</p>

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	<ul style="list-style-type: none"> <li>• Include several balances where the balance is held for three seconds.</li> <li>• Include one, two, three and four point balances.</li> <li>• Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</li> </ul>	<p>Counter-balance, Imaginative, Strength, Technique, Control Balance, Evaluate Shapes – tuck, straddle, pike, arch, back support</p> <p>Levels- high, medium, low</p>
<b>MFL Spanish</b>	<p><u>Hobbies /sports</u></p> <ul style="list-style-type: none"> <li>• Understand and express simple opinions</li> <li>• Use word cards to assemble short sentences, linking phrases with connectives</li> <li>• Integrate new language into previously learned language</li> <li>• Prepare a keep fit programme for the week ahead, using immediate future tense</li> <li>• Listen to a native speaker and understand more complex phrases and sentences</li> <li>• Join in a playground game, reciting Spanish with accurate pronunciation</li> <li>• Find words in a dictionary and check spellings</li> <li>• Recap pronunciation of rr and j</li> <li>• Investigate the effect of exercise on pulse rate</li> <li>• Understand more complex phrases, including comparisons</li> <li>• Contribute to a classroom display illustrating the relationship between exercise and pulse rate</li> </ul>	<p>Revision of days of the week / Hobbies introduced in Y4</p> <p>Simple future tense</p> <p>Voy a... otra vez</p> <p>Revisions of numbers 0-20 + treinta, cuarenta, cincuenta</p> <p>Revision of numbers 0-50 Comparisons ...más que... ...more... than</p> <p>Revision of immediate future – voy a + verb</p>
<b>Music</b>	<p><u>Theme and Variations – Pop Art</u></p> <ul style="list-style-type: none"> <li>• To explore the musical concept of theme and variations</li> <li>• To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra</li> <li>• To use complex rhythms to be able to perform a theme</li> <li>• To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</li> <li>• To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms</li> </ul>	<p>troops</p> <p>Contrast</p> <p>tempo</p> <p>higher and lower</p> <p>diaphragm</p> <p>melody</p> <p>phrase</p> <p>graphic score</p> <p>pitch</p>

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