

Title: My Big Fat Greek Topic Text: Who let the Gods out Film: Hercules Song: Trip:								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Christmas week	Total time
English Genre	Write in roles as Elliot Plan and write by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	Letter to Easydosh Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	Plan, write and edit a non-chronological report about the Greek Gods. Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition) 6		Plan, write and edit a myth Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write narratives, describing settings, characters and atmosphere. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) Integrate dialogue to convey character and advance the action Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning			63hrs
English Grammar	Parenthesis using brackets, dashes or commas to indicate parenthesis I can use brackets and can also use dashes or commas for the same purpose	Prefixes learning the grammar for years 5 and 6 in English Appendix 2	Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text punctuating bullet points consistently	Use bullet points to list information Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text	Relative clauses using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun	Semi colons using semi-colons, colons or dashes to mark boundaries between independent clauses		
English Reading (DR/DSR)	.Who let the Gods out 1) Read aloud and understand the meaning of new words that he/she meets linked to the	.Who let the Gods out 1) Read aloud and understand the meaning of new words that he/she meets linked to the	. Non fiction linked to Ancient Greeks 1) Read aloud and understand the meaning of new words	Non fiction linked to Ancient Greeks 1) Read aloud and understand the meaning of new words that he/she meets	Non fiction linked to Ancient Greeks 1) Read aloud and understand the meaning of new words that he/she	Non fiction linked to Ancient Greeks 1) Read aloud and understand the meaning of new words that he/she		

<p>expectations of year 6 spelling</p> <p>2) Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>4) Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>7) Read age-appropriate books, including whole novels, with confidence</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p> <p><i>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</i></p>	<p>expectations of year 6 spelling</p> <p>2) Maintain positive attitudes to reading and 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he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>5) Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>7) Read age-appropriate books, including whole novels, with confidence</p> <p>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p>	<p>meets linked to the expectations of year 6 spelling</p> <p>2) Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>3) Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>4) Maintain positive attitudes to reading and understanding of what he/she reads by 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	from the past and books from other cultures or traditions			<p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>novels, with confidence</p> <p>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>	<p>and presentation contribute to meaning</p> <p>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>13) Provide reasoned justifications for his/her views</p>		
English Spelling	<p>Challenge words Linked to year 5&6 spelling words</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p> <p>Year 5 spelling targets that need to be covered.</p> <p>I can spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>Words spelled ie after c.</p> <p>Words with 'ee' spelt 'ie' after c</p> <p>I can spell words containing the letter-</p>	<p>Challenge words Linked to year 5&6 spelling words</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p>	<p>Challenge words Linked to year 5&6 spelling words</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1). (Spelling) 6</p>	<p>Spelling Rules: Words with the short vowel sound /i/ spelled y</p>	<p>Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</p>	<p>Spelling Rules: Adding the prefix '-over' to verbs</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter..</p>	<p>Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p>	

	string 'ough' e.g. bought, rough, through, bough ' Homophons or near homophones							
Maths	Compare and order fractions whose denominators are multiples of the same number. Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Visual Fractions, compare and order fractions, equivalent fractions	Recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements > 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1$ and $1/5$. Improper fractions, mixed numbers, adding and subtracting fractions inc mixed numbers.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Multiplying and dividing fractions.	Solve problems which require knowing percentage and decimal equivalents of $1/2, 1/4, 1/5, 2/5, 4/5$ and those fractions with a denominator of a multiple of 10 or 25. Recognise the percent symbol (%), understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Percentages inc 25%, 50%, 75%, 1%, 10% and other mixed percentages.	FDP inc ratio and proportion, solve problems involving sharing and unequal sharing, scale factors.	FDP, solve problems involving sharing and unequal sharing, scale factors.	Christmas week Coordinates	35
Science		Body Systems, Circulatory Digestive Respiratory	Human Circulatory systems – Identify and name parts of the circulatory system and describe the functions of the heart, blood vessels and blood	Human Respiratory Systems - Identify and name parts of the Respiratory system and describe the functions of the heart, blood vessels and blood	Describe the ways in which Nutrients and water are transported within animals including humans.			8
ICT	Use computing Independently select, use and combine a	Use computing Independently select, use and combine a	Use computing Design and create a range of programs, systems and	Use computing Design and create a range of programs,	Use computing Independently select, use and combine a	Use computing Independently select, use and combine a	Use computing Independently select, use and combine a	3

	variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information	variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information	content for a given audience	systems and content for a given audience	variety of software to collect, analyse, evaluate and present data and information	variety of software to collect, analyse, evaluate and present data and information	variety of software to collect, analyse, evaluate and present data and information	
History	<p>Greeks Timeline/trade/ Education – Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Link week 1 and 6 – question and comparisons at the end of the topic.</p>	<p>Gods – Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can make confident use of a variety of sources for independent research</p>	<p>Gods – Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can make confident use of a variety of sources for independent research</p>	<p>Home Life – Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Home Life – Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can make confident use of a variety of sources for independent research</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>		7.5
Geography			Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied				4
Art				Greek Vases				2
DT				Greek Vases – Produce intricate patterns and textures in a malleable media				2
RE	What is a church?	What is a church?	What is a church?	What is a church?	What is a church?	Christmas concert		5.25
Music					Sing together as an ensemble.	Christmas concert		3

PE	<p>Creative skills</p> <p>Level6 -I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience.</p> <p>Level5-I can respond imaginatively to different situations</p> <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <p>Fundamental skills – Static Balance – V-seat balance picking up cones from both sides progressing to 360 turn on floor and bench.</p> <p>Games – Seated Volleyball</p>	<p>Creative skills</p> <p>Fundamental skills - Static Balance Hold static floor balances with good body line and tension. Progress by reducing contact points and transferring tennis ball on back.</p> <p>Games – Seated Volleyball</p>	<p>Creative skills</p> <p>Fundamental skills - Seated Balance & Floor work</p> <p>Keep Head up, back straight and eye on the ball. Use core muscles to try and stay in balance. Use arms, shoulders and core to get back into balance.</p> <p>Games – Seated Volleyball</p>	<p>Creative skills</p> <p>Fundamental skills - Static Balance – V-seat balance picking up cones from both sides progressing to 360 turn on floor and bench.</p> <p>Focus on body shape/tension using smooth controlled movements</p> <p>Games – Scorpion hand – on hands and feet pass the ball by rolling to teammates. Roll the ball between cones to score.</p>	<p>Creative skills</p> <p>Fundamental skills - Seated Balance & Floor work</p> <p>Keep Head up, back straight and eye on the ball. Use core muscles to try and stay in balance. Use arms, shoulders and core to get back into balance.</p> <p>Games – Scorpion hand</p>	<p>Creative skills</p> <p>Fundamental skills – Game Skills</p> <p>Play between front and back support positions.</p> <p>Use different ways to disguise what you are going to do.</p> <p>Games – Scorpion hand</p>	14	
PSHE	<p>Overview</p> <p>Working towards</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>Working at</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their</p>	<p>understand there are different perceptions about what normal means.</p>	<p>Understand how having a disability could affect someone's life.</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for Celebration</p>	<p>Explain ways in which one person or a group can have power over another.</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for Celebration</p> <p>I can explain ways in which different cultures, beliefs or</p>	<p>Know some reasons why people use bullying behaviours.</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration..</p> <p>I can express my own attitudes towards people who are</p>	<p>Give examples of people with disabilities who lead amazing lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different..</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration..</p> <p>I can express my own attitudes towards</p>	<p>Explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different..</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration..</p>	7

Read, write, order and compare numbers with up to three decimal places.

Solve problems involving numbers with up to three decimal places.

Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Recognise the percent symbol (%), understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal