

**Maths:**  
 Divide up to 4 digits by 2 digit whole numbers using formal written method, interpreting remainders as whole numbers, decimals, fractions or by rounding as appropriate.  
 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  
 Use common factors to simplify fractions; use common multiples to express fractions in the same denomination  
 Compare and order fractions including >1  
 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.  
 Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places  
 Use, read, write and convert between standard units of measurements of length, mass, volume and time  
 Draw 2 D shapes using given dimensions and angles  
 Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygon.  
 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

**Cross Curricular Links:**  
**Science—light—angles of reflection against the normal, measures—measuring angles of reflection.**

**Science:**  
 -Recognise that light appears to travel in straight lines.  
 -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.  
 -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  
 -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

**Cross Curricular Links:**  
**Maths—measuring angles of reflection against the normal.**  
**Writing—instruction writing– how to make a periscope, writing up investigations with predictions, methods and evaluations.**

**English:**  
**Reading:** (Class Text: The Adventures of Odysseus)  
 Understand what they read by:  
 -asking questions to improve their understanding.  
 -drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying with evidence.  
 -summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas.  
 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  
**Writing:**  
 Plan their writing by:  
 -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  
 -noting and developing initial ideas, drawing on reading and research where necessary  
 -in writing narratives, consider how authors have developed characters and settings in what pupils have read.  
 Draft and write by:  
 -selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.  
 -in narratives, describe settings, characters and atmosphere and integrating dialogue to convey characters and advance the action  
 -use a wide range of devices to build cohesion within and across paragraphs  
 Evaluate and edit by:  
 -assessing the effectiveness of their own and others’ writing  
 -proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  
 Vocabulary, grammar and punctuation:  
 -use the perfect form of verbs to mark relationships of time and cause  
 -use expanded noun phrases to convey complicated information concisely  
 -use relative clauses beginning who, which, where, when, whose, that etc.  
 -use commas to clarify meaning or avoid ambiguity in writing  
 -use hyphens to avoid ambiguity  
 -use brackets, sashes or commas to indicate parenthesis  
 -use semi-colons, colons or dashes to mark boundaries between independent clauses.  
 -use colons to introduce a list and punctuate bullet points consistently.

**Cross Curricular Links:**  
**Writing—Greek myths, non chronological reports—life in Ancient Greece**  
**History—the Ancient Greeks**

**Art/DT:**  
**Art:**  
 Pupils should be taught:  
 -create sketch books to record their observations and use them to review and revisit ideas  
 -improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials

**DT:**  
 -Use research and develop design criteria to inform the design of appealing products that are fit for purpose.  
 - Select from and use a wider range of tools and equipment to perform practical tasks accurately.  
 -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Cross Curricular Links:**  
**History—Ancient Greeks— designing and making ancient Greek pottery.**  
**Writing—writing evaluation of finished pottery.**

**History:**  
 Pupils should be taught a study of Greek life and achievements and their influence on the western world.

**Cross Curricular Links:**  
**Writing—Greek Myth writing, non chronological report writing—Life in Ancient Greece.**

**Art & DT—making ancient Greek pottery with images of god/goddesses painted on.**

# Year 6

## The Adventures of Odysseus

### The Ancient Greeks

### Autumn Term 2 2018

**PE: Gymnastics:**  
 Develop flexibility, strength, techniques, control and balance.  
 - Perform sequences using a range of movement patterns  
 - Take part in challenges both individually and within a team  
 - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Cross Curricular Links:**  
**Science—effects of exercise on the body, diet and fitness.**

**Languages: French**  
 Listen attentively to spoken language and show understanding by joining in and responding.  
 Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.  
 Engage in conversations; ask and answer questions; express opinions and respond to those of others; see and clarification and help.  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

**Cross Curricular Links:**  
**RE—revelations—Our Lady of Lourdes, Catholic Practises in France.**

**ICT:**  
 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  
 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Music:**  
 Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  
 Improvise and compose music for a range of purposes using the interrelated dimensions of music.

**RE:**  
 Islam—examine the role of prophets in the Islamic religion.

Sacraments & Advent  
 Identifying special places and significant encounters with God.  
 Identifying and understanding the symbolism and experiences of sacraments.  
 Reflecting on our experience and understanding of sacraments.  
 Exploring the preface to advent and the meaning behind it.  
 Exploring the preparation of advent, what are we preparing for?

**Cross Curricular Links:**  
**Writing—poetry writing based on the first 2 Sunday prefaces to Mass. Reflection of sacramental experiences in our lives.**