

A large, dark wooden sculpture of the Trojan Horse, constructed from many vertical wooden planks and bound with thick, light-colored ropes. The sculpture is positioned on a paved walkway, cordoned off by a rope barrier. In the background, a cityscape is visible under a dramatic, cloudy sky at sunset or sunrise, with warm orange and pink hues. A few trees and a small glass pyramid structure are also visible in the distance.

# The Trojan Horse: Fact, myth or legend?

## Science – Evolution and Inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

### SMSC

Religion v science, can you believe in both?

## English

### Writing

Biography writing on inspirational young person.

Balanced argument writing (evolution vs religion)

Reflective writing

Linked writing in humanities (letter/diary entry, explanation text and rewriting the story of the Trojan horse).

Linked writing in Science (biography/factfile of Charles Darwin, Mary Anning or Alfred Wallace).

### Spelling

This half term we continue to focus on words which follow the spelling rules for Year 6 outlined in the National Curriculum.

### Reading

We will be continuing to work on our reading comprehension skills using a wide variety of texts.

### SATs revision

We will be revising the wide range of grammar, punctuation and spelling rules that we have studied this year in preparation for the SATs next term.

## Geography – The story of the Trojan Horse

This half-term our topic has a history focus as we investigate ancient Greece and the story of the Trojan Horse.

- What exactly is the story of the Trojan Horse?
- What evidence exists to authenticate the story of the Trojan Horse?
- What other explanations could there be for the origin of the story of the Trojan Horse?

Pupils will:

- Describe and explain the main events in the siege of the city of Troy during the Trojan War of Ancient Greece
- Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions
- Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision

## Maths

### Week 1 – Measurement

Calculate perimeter, area and volume of shapes. Use a ruler and protractor to measure accurately. Solve problems involving the calculation and conversion of units of measure. Use, read, write and convert between standard units.

### Week 2 – Angles

Find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

### Week 3 - Shape

Draw 2D shapes using given dimensions and angles. Recognise, describe and build simple 3D shapes, including making nets. Compare and classify geometric shapes based on their properties, sizes.

### Week 4 - Ratio and problem solving

Solve problems involving the relative sizes of 2 quantities, involving scale factor of shapes and involving unequal sharing and grouping.

### Week 5 -Place value, addition, subtraction, multiplication and division

### Week 6 -Revision and problem solving

## RE- What difference does the Resurrection make to Christians?

- Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach.
- Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs.
- They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings.
- They can explain why certain things might happen at a Christian funeral.