

Year 6
Elm Class



Medstead CE Primary School
Curriculum Evaluation Booklet
Spring 2011

Literacy—Greek Myths, old and new

The study of many Greek myths, led to great writing, both rewrites of existing myths and brilliant new ones dreamt up by Elm class, including all the main features that a myth should have, Gods, quests, magical elements, forces of nature and many more...



This is an extract from my version of Orpheus and Eurydice, that I rewrote as I web-story. If you would like to read on— look on our system. Elliot P

As Orpheus entered the underworld, a huge figure appeared in his path, stopping him in his tracks. The dark figure was Hades, God of the mighty underworld. Hades stepped back and sat on his skeletal throne and eyed Orpheus carefully, watching his every movement. “I know why you’re here!” bellowed Hades “You’re her for Eurydice, aren’t you?”

“Y-yes,” trembled Orpheus,

“And I shall give you her: on one condition, you must never look back at her on the way out of the land of the dead.” A bubble ap-

peared and out of the apparition came a dirty, ugly looking Eurydice smiling at Orpheus lovingly. Trembling, Orpheus slowly turned round and headed up the rubble track towards the moon-lit sky, through Tarterus and past Cerberus the three headed dog.

Cowardly ,Orpheus spun round to check on Eurydice completely forgetting what Hades had said. A tornado swept round and Eurydice disappeared into the abyss. Orpheus knew he had failed in his task...



A Midsummer Night's Dream

This term, in English, we have been studying the play, A Midsummer Night's Dream, by William Shakespeare. We learnt the whole play in ten lines! Then, we looked in detail at the scenes that each of these lines was from. Every two days we would study a different scene. We examined the language and learnt a lot of new vocabulary. We improved our acting skills and found out about The Globe theatre and how Shakespeare's actors would have performed the play. We also wrote in lot of different genres— from recount of the story to instructions for actors and poetry.



I have really enjoyed working on the play. It is really fun to do amazing English whilst doing drama (which is my favourite subject). I think it has expanded our vocabulary and our understanding of words.
By Georgia



I have learnt to remember more than three lines at a time and that you have to keep your drama faces on for the entire performance .By Alex



Maths— 3D Shape

Use of practical resources can help maths understanding at any stage of learning. Here we are using polydrons to help visualise which 2D nets can be used to make 3D shapes.



Making an open cube first and then opening it out to its net really helped me visualise which nets make cubes so now when I see nets I find it much easier.
Oli

Rotational Symmetry



We had great fun making these repeating patterns using rotational symmetry rules. Order of symmetry means how many times a shape can be turned before it completely covers itself. As well as learning a lot, we created this stunning display in our classroom. I was especially pleased with mine in the centre - I worked on it for 3 hours!
Joe

Maths—Parent Workshop

We invited parents to help us with mathematical problem solving, especially to make sure we recorded thoroughly and systematically. We think they found it quite a challenge.



Science

We have done a lot of work this term on how to carry out fair accurate tests to answer a scientific question. We decided a question for ourselves about how solids dissolve in liquids and then made a prediction. We made sure we kept everything except the variables we tested the same and carried out our tests 3 times, then took an average reading for accuracy.

This is Luke's science investigation. He has carried out a fair, accurate test to answer his question, and taken care to write up his results and conclusion neatly, thoroughly and with reference to his scientific knowledge.

Can the same amount of water dissolve more sugar or salt?

Prediction
I think that more salt will dissolve than sugar, because there is lots of salt in the sea which is all dissolved.

Method
We will record the amount of sugar and salt in ml. We will pour one spoon full in the water and stir until dissolved. Keep adding until it will stop dissolving and settles.

Resources
We will need 1 medicine spoon, sugar, salt, measuring cylinders, 200ml of water.

What are you changing?
We will swap the sugar and salt.

What will not change for you?
The amount of water
Same spoon
Same ring
Same full
Same sugar
Same results during

amount of resources	sugar	salt
1st test	12.5ml	37.5ml
2nd test	10ml	25ml
3rd test	10ml	27.5ml

Conclusion
From our results that we have done I have learnt that the salt dissolved more than the sugar because the salt has smaller particles than sugar. We kept the test the same by using the same amount of water each time and the same amount of ml. When we did the test the water tests did not rise or water was not at all.

Salt is a mineral which can dissolve more than sugar.

Why do you think the salt with smaller particles, dissolved better?

This is a very good work up of a fair, accurate, investigation. It is very nice to see you are becoming a good scientist Luke, well done.





In science we had to do an experiment to do with parachutes. I chose to see what would fall faster, paperclips inside a paper cube or spread across the parachute. We found out that the one with the paperclips in the cube fell to the ground slower. Therefore it was better.

In this science lesson before we could do our experiment we had to write out our method, predictions, variables, and get a chart ready for three lots of results and an average. This helped us carry out a fair and accurate test.

Josh, Alex and Dan



History—The Greeks

We have learnt a huge amount Ancient Greece and The Greeks this term, and have linked lots of other subjects to this topic. Some of our independent study has produced work for our scrap books—here are just a few examples:

It was really cool acting out the different types of government that Ancient Greek city states used. We investigated tyranny, democracy, oligarchy, aristocracy and monarchy. Then we debated which was best. I changed my mind a lot but now I think monarchy is best if you are the king, otherwise democracy. Rory

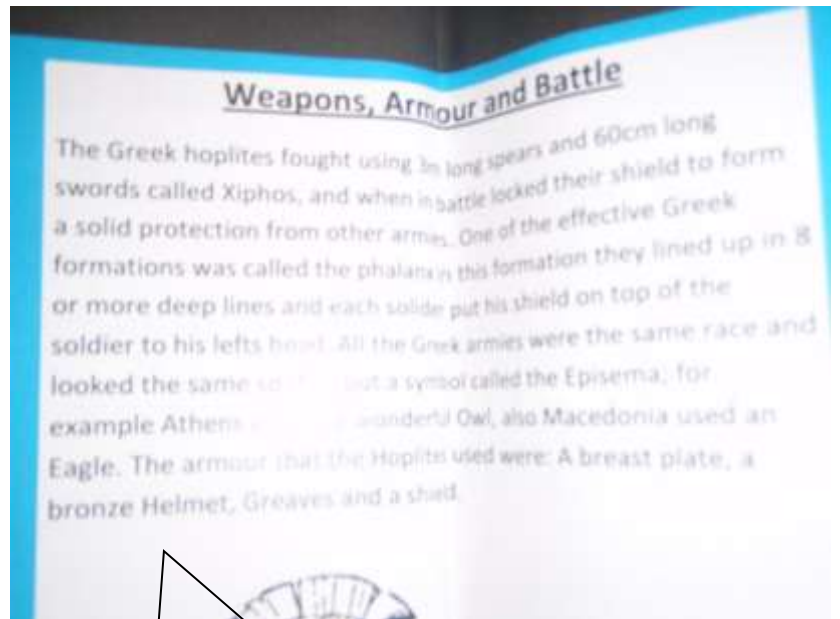


History—The Greeks

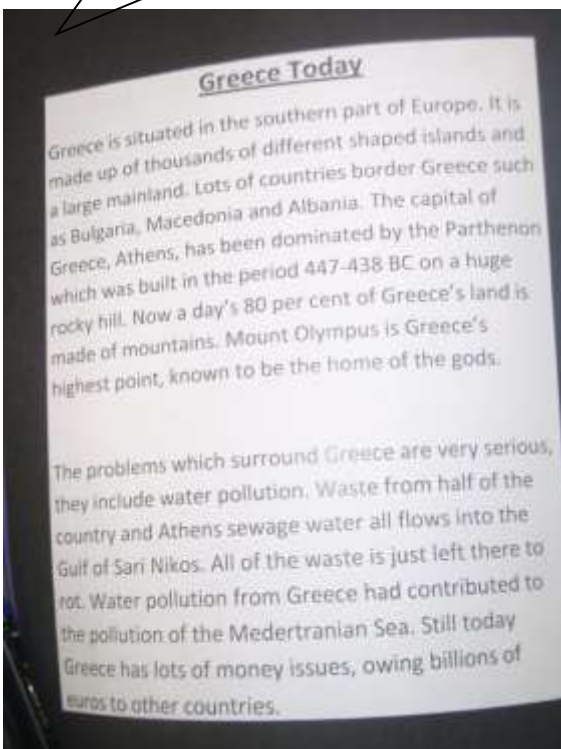


I like the way we do Art, Music, Maths and Literacy all linked to our topic. I think I learn more that way.
Bethany

As well as Ancient Greece, we also found out about the country of Greece today. It has some big problems to deal with.
Ruby



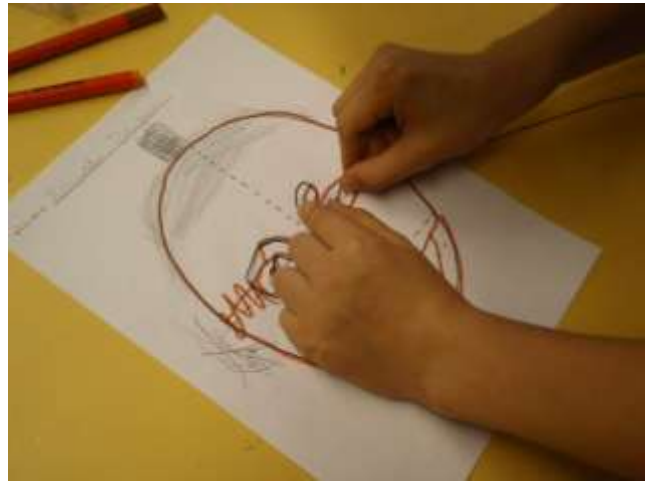
I really like the independent learning we do for History because I can learn about topics that interest me, especially things to do with war.
Elliott



Southampton Art Gallery

It was great! I felt like I could be spontaneous. It was the best trip ever!

Bethany



In January we visited Southampton Art Gallery. Whilst there, we looked at a series of huge, impressive paintings by Edward Burne-Jones. They tell the story of Perseus (a Greek myth). After that we made Medusa (a Greek monster) heads out of wire and pipe cleaners. We are very pleased with the results.

In this activity I had to position my face on a piece of paper so that Rory could draw around my face so I could make my wire Medusa's head.

Oliver



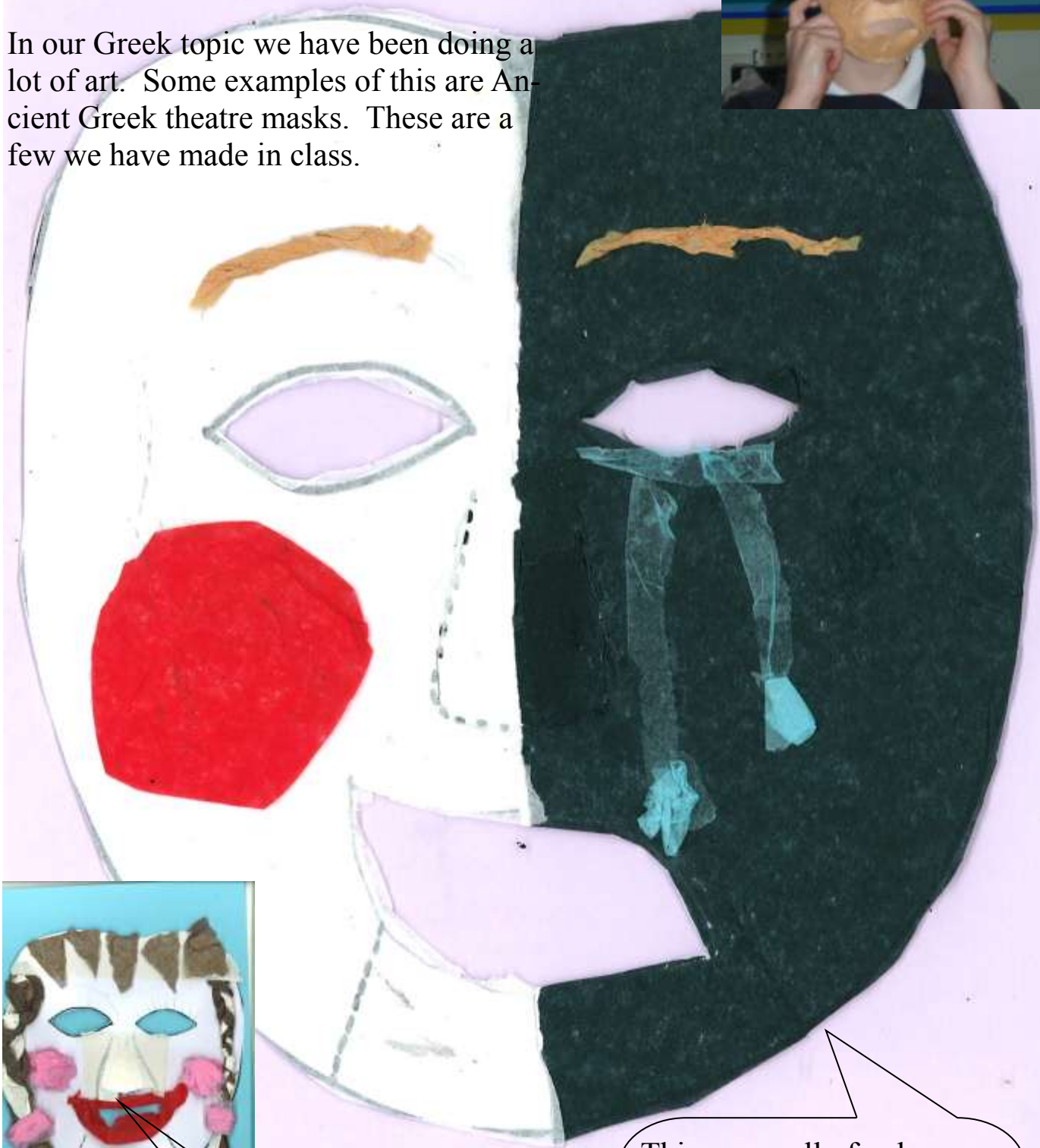
Greek Vases

We have been studying the Greeks, so we decided to make vases. These vases are simply just orange or black card, then we painted them with Ancient Greek patterns which was our favourite part of our project. We all used different patterns; some were Greek Gods, dolphins, deer and peacocks. These are some of our favourite ones. They are all different shapes and sizes. Our display has pillars and an old roof which were typical of Ancient Greek temples. Some are black and red, some are black and orange some are black and orange we used these colours because these n/are the colours they had in the Ancient Greek times.



Greek Masks

In our Greek topic we have been doing a lot of art. Some examples of this are Ancient Greek theatre masks. These are a few we have made in class.



It was really fun and I wish we could do it again! Georgia

This was really fun because you can show your emotions on the masks and be creative at the same time. Ruby.

Music Linked to The Greeks



I really enjoyed composing music for Theseus and the Minotaur. Before we did this, I didn't know about pentatonic scale or what a leitmotif was and I also learnt how to conduct 3/4.
Ruby

This is a picture of us composing some music using the pentatonic scale, which uses the keys C, D, E, G and A. We played this piece to 2 people in our groups then after we had practised a lot we played to the whole class.

Once we had mastered this scale, we then composed backing music for a Greek myth called Theseus and the Minotaur. We used a combination of tuned and percussion instruments and wrote the score in 3/4 time, using a different leitmotif for each character in the story and combining them for dramatic effect. We practiced our playing and conducting skills, using the scores we had written, added a narration of the story and then performed our pieces. We are very proud of our achievements.

I have improved my music skills a lot doing this topic. And it was really fun—especially when we were allowed to use the keyboards, that was great.
Joe D



French Fashion Show

To help us learn French vocabulary for clothes, we held a fashion show, dressed in our favourite costumes. We learnt our speeches off by heart and recited them on the cat walk, to describe what we were wearing. It was great fun!



“Bonjour, je m’
appelle Elliott. Je
porte le sweat bleu,
le jean bleu, les
chaussettes noires et
les baskets noires et
bleu.”
Elliott

”Bonjour. Je
m’appelle Bethany.
Je porte la robe vio-
let, les chausseurs
noir et le sac gris.”
Bethany



PSHE



This is a picture of our display

Our

Friendship Game Display

Our school has recently been studying friendship and how to be a good friend. Elm Class decided to make a friendship board game as part of our hall display. We thought that this topic was so much fun because it included our artistic side but we still learnt how to be an amazing friend.



This is Rosella's picture to show how people from across the world can be the best of friends!

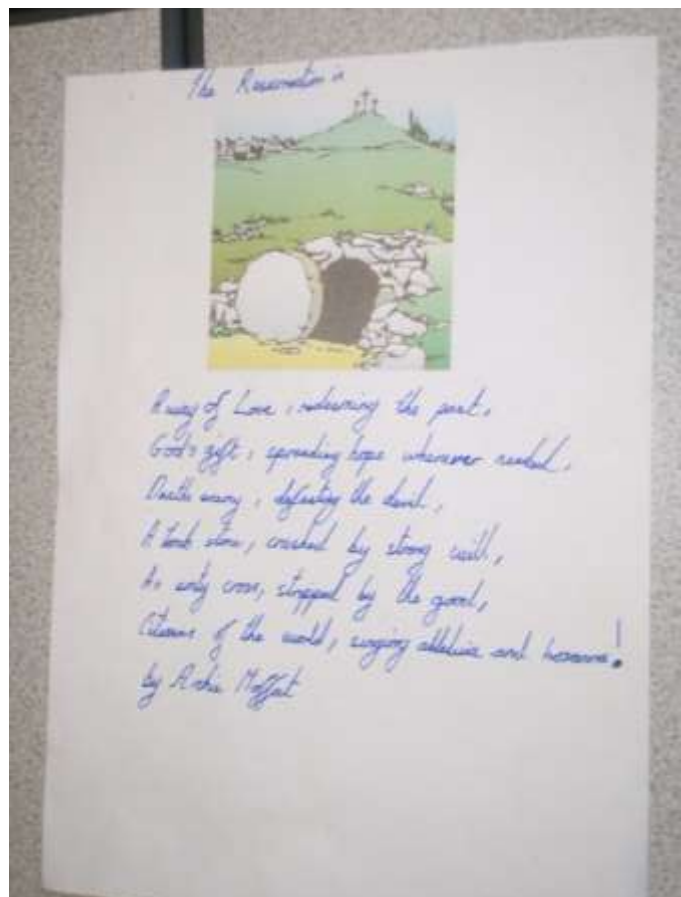


RE

This term in RE we have learnt about special journeys and also different versions of the Easter story, according to the four gospels. We have also enjoyed creating a special corner in our classroom for reflection. We are very proud of the stained



This is my poem about the resurrection which I read out in our Easter Worship.
Archie



Trailblazer

We have been given a young Elm Tree by the Woodland Trust as they are trying to re-establish Elm Trees in England. Most were destroyed by Dutch Elm Disease in the 1970s so we are going to make sure we look after this sapling really carefully.



We prepared a site for the tree in the school grounds, near another class tree—a chestnut. We were careful not to disturb the roots and planted it deeply so that the roots will be able to establish themselves. We watered it and will continue to look after it and monitor its growth until the end of the year, when we will hand it over to the new Elm Class.



PE—Gym

This term, we took part in our last gym lessons at Medstead school. We created sequences involving bridges and used many of the aspects of gym that we have learned during the last six years, including use of height, space, interpretation of music, and making use of strength, balance and co-ordination.



I was really sad that this was our last ever Gym lesson. I have really enjoyed them and have found I am able to do much more with my body than I ever thought I could. Tristan





