Topic Title- Groovy Greeks

History

Chronology

To be able to place the time studied on a time line: use dates and terms related to study unit and passing of time: sequence several items or artefacts.

Knowledge and understanding

Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes, and difference between rich and poor

To learn about Greek life and their achievements and their influence on the Western world

His

Historical contexts

To be able to identify and give reasons for different ways in which the past is represented; distinguish between different sources – compare different versions of the same story; look at representations of the period.

Organise, Evaluate and Communicate information

To be able to communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, diagrams, models

Enquiry

Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance

Suggest where we might find answers to questions considering a range of sources

Understand that knowledge of the past is constructed from a variety of sources

Construct and organise responses by selecting relevant historical data

Causes and consequences

To be able to use a range of sources to find out about a period; observe small details- artefacts and pictures; select and record information relevant to the study; begin to use the library and Internet for research.

To be able to select data and organise to answer historical questions.

Geography –

Knowledge

To know and be able to locate Greece on maps and know where the country is in relation to the UK.

Key Skills:

use atlases, globes and digital/computer mapping to locate countries and describe features studied

Enquiry:

To be able to ask/initiate and answer geographical questions

Record some information they have found out

Science

Knowledge

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made of rocks and organic matter.

  Working Scientifically

- asking relevant questions and using different types of scientific enquiry to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities and changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their finding

English

Text/Genres

Myths, Legends and Fables

Eg

Theseus and the Minotaur

Trojan Horse

Medusa

Pandora's Box

Explanation texts

Information Texts

Writing Opportunities

Create own myth

Pandora's Box prediction

Maths (opportunities for maths links)

- Measure length
- Equivalent lengths – m & cm
- Equivalent lengths – mm & cm
- Measure perimeter
- Calculate perimeter

Computing

Coding: Animations

To create a Scratch project

To animate a Scratch sprite

To use repetition

To edit a sprite

To change the size of a sprite

To test and debug

Persuade Pandora to open box
Point of view, diary entry and order events as Perseus in Medusa

Design Technology
No Specific DT this term.

Art and Design
Knowledge
Explore the work of some artists, craftspeople, architects and designers and discuss what they like.
3-D Skills
Manipulate clay for a variety of purposes included coil pots and models.
Understand how to finish and present work to a good standard

P.E
During indoor PE we will be choreographing a supehero action sequence. Outdoor PE will focus on invasion games. We will also be making up our own games giving the children opportunites to learn about simple game principles and small-team tactics.
Skilfulness
To move, stop and remain still with balance and clarity of movement and shape.
To repeat simple combinations of skills and actions showing coordination and changes in direction and speed.
To use a range of skills that make use of equipment with basic consistency and accuracy.
Condition, Health and Well-being
To be able to use their own and others' ideas for movement, tactics and compositions.
To describe how they feel after exercise.
To know the importance of physical activity, diet and sleep to make them feel good and well.
Decision Making
To come up with their own ideas for warming up and practising.
To be able to identify skills, actions and parts of sequences that are good quality.
To be able to

RSHE
Healthy Me

I understand how exercise affects my body and know why my heart and lungs are such important organs

I know that the amount of calories, fat and sugar I put into my body will affect my health

I can tell you my knowledge and attitude towards drugs

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help

I can identify when something feels safe or unsafe

I understand how complex my body is and how important it is to take care of it

R.E. Easter
Compare the celebration of Easter to Passover
Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all
Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama
Linking to citizenship education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist) expressing their ideas about right and wrong in the light of their learning.

Music
Singing
Sing with confidence using a wider vocal range.
Sing in tune. Sing with awareness of pulse and control of rhythm.
Perform in different ways, exploring the way the performers are a musical resource.
Perform with awareness of different parts.

French
In conversation, we will be learning to say how we are feeling and ask others how they are. We will increase our vocabulary and start to learn how some very simple French sentences work.

Super Start Time Travel!
Epic End-Greek Day-Greek food tasting, Olympic Games