

English outcomes

English – Ancient Greece Inspired

- Character description
- Setting descriptions
- Newspaper reports
- Poetry
- Non-chronological reports
- Letters

Cross Curricular

- Science – Instructions/ Explanations
- Art – Evaluation, Information Text
- DT – Instructions, evaluations
- History – Reports/ Information texts
- Geography – Explanations/ Comparisons

French

- I can listen for specific words and phrases
- I read a wider range of words, phrases and sentences aloud
- I can name and describe people, places and objects
- I can write a few simple sentences from memory

Jigsaw

Dreams and Goals

- I know how to make a new plan and set new goals even if I have been disappointed
- I know what it means to be resilient and to have a positive attitude

Healthy Me

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to
- I can identify feelings of anxiety and fear associated with peer pressure

Science

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Animals including Humans

- I can describe the simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Go Greece Lightning (Spring 2020)

History (Ancient Greece)

Being a historian

- I can present the information I have learnt in a variety of ways
- I can discuss the impact that significant historical periods had on the world.
- I can explain how historical artefacts can be used to help build up a picture of the past
- I know how events and periods studied fit chronologically with some other key events in history
- I know the difference between primary and secondary sources.

World Historical Content

- I know about and can explain the influence that Ancient Greek culture had on the world.
- I can give an overview of Ancient Greek culture and history.

Children's input

Children to have input about the direction of learning throughout the unit blocks

Geography (Greece)

Geographical skills and fieldwork links

- I can use the 8 points of the compass to plan a journey from my town or city to another place

Locational knowledge

- I can identify the Equator, Northern and Southern hemispheres on a globe
- I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use

Place knowledge

- I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)

Human and physical geography

- I understand how settlements have changed over time
- I can explain the importance of ports and the role they play in trade and distributing resources around the world

Design and Technology

Cooking and Nutrition

- I can use a range of ingredients to prepare a healthy dish and explain why the ingredients were chosen and the effects on the body

Launch

- Ancient Greece Olympics activities
- Role-play – Greek tragedy
- Research

Landing

- Ancient Greece Day
- School production

Final Half-Day Activity

- See landing event

Visitors and Visits

- Mushroom pottery
- The Greek - Restaurant

Community links

- Mushroom pottery
- The Greek - Restaurant

Enterprise

- Greek vases to sell from sessions with Mushroom potteries

Art

- I have an understanding of British artists throughout history and am able to link my work to them
- I am able to talk about my artistic intention and how I want my audience to feel or think.
- I can use and explore a wide range of materials to add tone and depth to my work.
- I am able to refine techniques and record observations in a sketch book.

Collage

- Improve skills of overlapping and overlaying to place objects in front and behind, cut multiple shapes with scissors and arrange/ stick these on a surface for a purpose, experiment with creating mood, feeling movement and areas of interest using different media.

Printing

- Overprinting, multicoloured, how artists progress (Warhol, Escher, William Morris), Mono printing – extending by adding more detail, repeat with different colours to create a collage, relief print using polystyrene, masking tape/ stencil on fabric, printing repeat patterns, make your own patter block

ICT

E-Safety

- I know how to be a positive and respectful digital citizen

Programming

- I can design and write programmes that control simulations and physical systems
- I can design algorithms that use repetition and two-way selection
- I can work with variables and various forms of input and output to test programmes.

Music

- Wider Opportunities music

Debate

- Is it ok to criticise someone for being successful?
- What do we gain from failure?
- Is it better to be independent or part of a group?
- What can we gain from having a positive attitude?
- What do you need from other people to achieve your goals?
- What does success look like to you?

PE

Gymnastics

- I can include change of speed and direction with control
- I can include a range of shapes in a sequence
- I work with a partner to create, repeat and improve a sequence with at least three phases

Hockey

- I can keep possession of the ball
- I can vary my tactics and adapt my skills depending on what is happening in a game.

RE

Heroes & Saints

- I can consider how a saint or hero has influenced others
- I can describe how the life of a saint or hero was influenced by religious beliefs
- I can identify significant people in two or more faiths
- I can recognise the personal qualities of a saint or hero

Easter

- I understand the significance of the cross throughout the Easter story