

### 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**World Historical Content**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 patten 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