

Going for Gold

English Outcomes

A descriptive setting of opening of an Olympic Ceremony

A retell narrative of an athlete's life story.

Diary entry of an athlete

Newspaper report about a sports event

Produce a poem about sports

Non Chronological report about a sports event

Character description of a famous athlete

French

All about me— greetings, name and age, weather, family, likes and dislikes

Children's Input

Children will choose a unit from their topic to research and present their findings in their topic books.

Children will choose a science investigation based on their units from the year.

Jigsaw—Relationships, Changing Me

Science

Light: reflection, shadow formation & patterns. Make observations from experiments & present data in different representations.

Forces & Magnets: compare how things move on different surfaces, notice that some forces need contact between 2 objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

History

Historical enquiry: Origins and history of the Olympics

Chronology:

Timeline of key sporting events throughout history.

Analyse and evaluate the past: Key figures in sports

A local history study of sport in Hull and Hull sports men and women.

The legacy of Greek culture

Use primary and secondary resources of historical evidence.

Geography

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

Continue to use various sources to identify different locations around the world .

Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Visitors and Visits:

Hull City Sings, visit a place of worship and a trip to a sports venue.

Community links

Sports Day at Pelican Park,
Explore the local area

Launch

Olympic Torch Journey and International flags arts & crafts making.

Landing

Ancient Greece Olympics Day and Greek activities

Enterprise

Make Olympic torches and prize medals .

Final Half Day Activity

Greek Feast and Games

Art

Drawing: Basic portrait -observation from life, more proportionate, cartoonish with greater elements of realism, introduce pastels/oils, different materials (charcoal, pencil) observational drawing.

3D: Imitate and adapt ideas from researching the work of others including work from other cultures, show an awareness of texture, form & shape, copying a technique, origami, pasta/ sweet sculptures, texture, feeling, expression & movement, large scale modelling/ whole class.

Design and Technology

Textiles:

Design, make and evaluate a sports mascot puppet.

Food:

Design, make and evaluate a Greek salad including packaging.

ICT

All about Lego!

Design and make a sports scene.

Music

Musical performance with instruments and ensemble singing.

Going for Gold play.

Debate

Are the Olympics the best international competition?

Who is the greatest athlete of all time?

Which British competition is the best?

What is the most important physical skill you need to be a good sportsman?

PE

Football, outdoor adventures, athletics and tennis

RE: 3:3 Encounters: What makes a place sacred?

Build on work in [Unit 1.3: Worship and festivals](#) and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members.

Make links with a local place of worship and contrast with a place of worship from a different faith. Find out how tradition and ceremony is part of the life of a religious community. .