

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Democracy</b>
<b>Applying</b> Use info in a new situation			<b>Rule of Law</b>
<b>Understanding</b> Understand and make sense of info			<b>Cultures &amp; religion</b>
<b>Remembering</b> Remember and recall info			<b>Mutual respect</b>
			<b>Individual liberty</b>

Topic: Ancient Greeks

Term: 3

Hooks: Art making and designing a Greek pot. A sponsored Marathon run. A Greek day Olympic whole school event.

Texts: Who let the Gods out? Maz Evans, Greek Myths Usborne

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	Different VIPER skills taught in conjunction with class reader and texts linking to our Greek topic – Who let the Gods out?	Prediction/ Retelling/context/characterisation Comprehension  Who let the Gods out?  Historical Fiction – Greek myths Persephone/Arachne/Pandora’s box/Perseus and the Gorgon	Vocabulary/prediction retrieval/skimming/ Comprehension  Who let the Gods out?  Historical Fiction – Greek myths Icarus	vocabulary/prediction / Inference/explanation /Comprehension  Who let the Gods out?  Historical Fiction – Greek myths – Theseus and the Minotaur	Inference/vocabulary/ explanation/ author’s intent /Comprehension  Who let the Gods out?  Historical Fiction – Greek myths – Troy	prediction/summarise /characterisation /Comprehension  Who let the Gods out?  Historical Fiction – Greek myths- Troy	inference/prediction vocabulary/Comprehension/ Explanation  Who let the Gods out?  Historical Fiction – Greek myths – The Odyssey
<b>Writing</b>	Non-Chronological report/ information text (travel guide) <u>Speaking skills</u> speak audibly and fluently/participate in performances/ select and use appropriate registers/ listen and respond appropriately ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary <u>Comprehension</u>  <u>Composition</u> I can identify similarities and differences between my writing and other similar models. I am beginning to develop ideas for writing, drawing on reading and research from secondary resources. I vary the ways I organise my writing e.g. letter / explanation / report, in order to clarify meaning.	Travel guide  LQ: What type language is used in travel guides?	Travel guide  LQ: What are the features of travel guide?	Travel guide  LQ: How can we make a travel guide that encourages the reader to travel on our information given?	Report writing  LQ: What are the features of a non-chronological report?	Report writing  LQ: How do writer’s layout a non-chronological report?	Report writing  LQ: How do we plan and edit the writing of our non-chronological report?

	<p>Plan their writing by: identifying the audience purpose of the writing, using other similar texts as models for their own writing. Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>valuate and edit by: assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects.</p> <p>Read own writing aloud, using the right expression to make the meaning clear</p>						
GPS	<p><b>Grammar</b> Understand how expanded noun phrases convey details concisely. Write expanded noun phrases to describe a character Revise grammatical terms: noun, verb, adjective, adverb, preposition &amp; determiner. I am beginning to learn about the term 'relative clause' and to identify them in sentences. I understand that adding certain suffixes can change the class of a word e.g. -ate, -ise. I can usually use the correct tense throughout a piece of writing; I am gaining confidence to identify the present and past perfect tense, and sometimes to use these. According to the genre I am writing, I aim to choose the right kind of words and language. I make sure my sentences make sense.</p> <p><b>Spellings</b> Be able to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. -cious, -cial. Be able to find words with 'silent' letters and know what they mean. Distinguish between homophones and other words which are often confused (Appendix 1 Yr. 5-6). Be able to spell accurately most words that are often misspelt (Yr. 3-4) and begin to learn some from the Yr. 5-6 list and other similar words. Be able to use a dictionary &amp; thesaurus with increasing confidence With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings. I explore the etymology behind some words from different cultures or countries.</p> <p><b>Punctuation</b> Learn to identify sentences which include a parenthesis (or embedded clause) Use a comma correctly, to separate clauses and make the meaning clear. Identify colons within a text and explain how it is used. Use hyphens for effect. During shared reading experiences, discuss how punctuation marks are used to create pauses. Revise the punctuation rules for direct speech With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>	<p><b>Grammar</b> - revise the present and past tense, including the present perfect e.g. I have found / She has won. <b>Punctuation</b> -colons</p> <p><b>Spellings</b> - homophones</p>	<p><b>Grammar</b> – Revision of expanded noun phrases Revise progressive verb forms e.g. He was taking; They are bowling.</p> <p><b>Punctuation</b>-commas to separate clauses to make meaning clear</p> <p><b>Spellings</b> –suffixes to make the plural</p>	<p><b>Grammar</b> – compound and complex sentences</p> <p><b>Punctuation</b>-revision of speech punctuation- inverted commas/ commas, reported clauses and layout</p> <p><b>Spellings</b>- root words prefixes (cious, -cial)</p>	<p><b>Grammar</b> – Be able to confidently use passive voice</p> <p><b>Punctuation</b> for parenthesis - commas</p> <p><b>Spellings</b> – words with silent letters</p>	<p><b>Grammar</b> – passive voice - revision</p> <p><b>Punctuation</b> for parenthesis - hyphens</p> <p><b>Spell</b> words with the ough letter string</p>	<p><b>Grammar</b> - revision of modal verbs</p> <p><b>Punctuation</b> for parenthesis - brackets</p> <p><b>Spell</b> – explore the etymology behind some Greek words.</p>
Maths	<p><b>Recap</b> Multiply 2-digits by 1-digit <b>Recap</b> Multiply 3-digits by 1-digit Multiply 4-digits by 1-digit Multiply 2-digits Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits <b>Recap</b> Divide 2-digits by 1-digit <b>Recap</b> Divide 3-digits by 1-digit Divide 4-digits by 1-digit Divide with remainders <b>Fractions</b> <b>Recap</b> What is a fraction? <b>Recap</b> Equivalent fractions</p>	<p><b>Number</b></p> <p><b>Multiplication &amp; Division</b></p> <p>LQ: How do we multiply 2-digit numbers,3-digit numbers, 4-digit</p>	<p><b>Number</b></p> <p><b>Multiplication &amp; Division</b></p> <p>LQ: What methods do we use to multiply 2-digit numbers by 2 digits numbers?</p>	<p>Fractions</p> <p>Equivalent fractions</p> <p>Fractions greater than 1</p>	<p>Fractions</p> <p>Improper fractions Mixed numbers Number sequences</p>	<p>Fractions</p> <p>Compare and order fractions less than 1</p> <p>Compare and order fractions greater than 1</p>	<p>Fractions</p> <p>Add and subtract fractions</p> <p>Add fractions within 1</p>

	<p>Equivalent fractions  <b>Recap</b> Fractions greater than 1  Improper fractions to mixed numbers  Mixed numbers to improper fractions  Number sequences  Compare and order fractions less than 1  Compare and order fractions greater than 1 (second part of worksheet)  Add and subtract fractions  Add fractions within 1</p>	<p>numbers by 1 digit?</p>	<p>How do we multiply 3-digit numbers and 4-digit numbers by 2-digit numbers?</p>				
<p><b>Science</b></p>	<p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.  To be able to take repeated accurate measurements using a stopwatch.  To be able to explain the degree of trust in results.  To be able to use test results to make predictions to set up further fair-tests.  To be able to plan a fair-test; identifying the control variables.  To be able to use test results to make predictions to set up further fair-tests.  To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests.</p>	<p><u>Properties and changes in materials</u></p> <p>What scientific materials and equipment would a scientist use to investigate property change in materials?</p> <p>Which material is best at conducting heat? How can we record our findings?</p> <p>Kent Science scheme</p>	<p><u>Properties and changes in materials</u></p> <p>How can we conduct a fair test to see which material would be the best insulator?</p> <p>Kent Science scheme</p>	<p><u>Properties and changes in materials</u></p> <p>Which metals are the best conductors of electricity?</p> <p>Kent Science scheme</p>	<p><u>Properties and changes in materials</u></p> <p>Which materials dissolve and why do we take repeated measurements/observations?</p> <p>Kent Science scheme</p>	<p><u>Properties and changes in materials</u></p> <p>How can we separate mixtures of different solids?</p> <p>Kent Science scheme</p>	<p><u>Properties and changes in materials</u></p> <p>Which changes cannot be easily reversed?</p> <p>Kent Science scheme</p>
<p>RE</p> <p>Big Question:  How can following God bring freedom and justice?</p>	<p>I know Christians believe Jesus is God in the flesh.  I know they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.  I know The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.  Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)  I know Christians see Jesus as their Saviour</p>	<p>What was life like for a Hebrew slave in Egypt in Moses' time</p> <p>Term 3 Diocesan plans</p>	<p>How does the story of Moses link to freedom and salvation?</p> <p>Term 3 Diocesan plans</p>	<p>How do biblical texts link with the idea of God's covenant with his people?</p> <p>Term 3 Diocesan plans</p>	<p>How do Bible texts link with Christians beliefs and how they should behave?</p> <p>Term 3 Diocesan plans</p>	<p>How do Bible texts link with Christians beliefs and how they should behave?</p> <p>Term 3 Diocesan plans</p>	<p>How can freedom &amp; justice be created in the world today?</p> <p>Term 3 Diocesan plans</p>
<p><b>Computing</b></p>	<p>To gain a greater understanding of the impact that sharing digital content can have.  To review sources of support when using technology.  To review children's responsibility to one another in their online behaviour.  To know how to maintain secure pws  To understand the advantages &amp; disadvantages, permissions &amp; purpose of altering an image digitally &amp; the reason for this  To be aware of appropriate &amp; inappropriate text, photographs &amp; videos &amp; the impact of sharing these online.  To learn about how to reference sources in their work  To search the internet with a consideration for the reliability of the results of sources to check validity &amp; understand the impact of incorrect information.  Ensure reliability through using different methods of communication.</p>	<p>Computing: Purple Mash</p> <p><u>Databases</u></p> <p>How to search for information on a database?</p> <p>Project evolve: Online reputation</p>	<p>Computing: Purple Mash</p> <p><u>Databases</u></p> <p>LQ: Can I contribute to a class database?</p> <p>Project evolve: Online reputation</p>	<p>Computing: Purple Mash</p> <p><u>Databases</u></p> <p>LQ: How to create a database around a chosen topic?</p> <p>Project evolve: Online bullying</p>	<p>Computing: Purple Mash</p> <p><u>Databases</u></p> <p>LQ: Can I add records to my database?</p> <p>Project evolve: Online bullying</p>	<p>Computing: Purple Mash</p> <p><u>Databases</u></p> <p>LQ: Can I add records to my database?</p> <p>Project evolve: Online bullying</p>	<p>Computing: Purple Mash</p> <p>Project evolve: Online bullying</p>

	<p><b>Database:</b> To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic.</p>						
History	<p><b>chronological understanding</b>          -Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact          -Place historical eras on a timeline showing periods of time          -Use correct dates in work</p> <p><b>Knowledge &amp; interpretation</b>          Can I describe and give opinions about historical events from the different period/s I am studying / have studied?          Can I begin to appreciate that how we make decisions has been through a Parliament for some time – comparing ancient civilisations to our own? Can I recognise and describe differences and similarities / changes/ continuity between different periods of history?</p> <p>-Describe and give opinion about historical events          -Be able to appreciate that significant events in history have helped shape the country we have today          -Describe features of historical events &amp; people from past societies &amp; periods we have studied</p> <p><b>Historical enquiry</b>          Can I make comparisons</p> <p>between historical periods; explaining things that have changed and things that have stayed the same using different source?</p> <p>Can I give more than one reason to support an historical argument?          -Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present</p>			LQ: How was ancient Greece organised?	LQ: Why do we know so much about the ancient Greeks?	LQ: What was the golden age of Greece?	LQ: What were the great achievements of the ancient Greeks?
Geography	<p><b>locational knowledge</b>          Can I locate some countries of the world on a world map with more accuracy? Can I identify aspects of physical geography and human geography that have changed over time?</p> <p>Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones?</p> <p><b>Human &amp; physical geography.</b>          Revise y3 and 4 - Mountains          Revise y3 and 4 - land use, distribution of natural resources, trade links          Y5 – as y 3 and 4 studying alternative locations and economic activity.</p> <p><b>Geographical Skills and Fieldwork</b>          -Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?          - Be able to use some of the 8 points of the compass, four figure grid references and six figure grid references more accurately, symbols, keys (including ordnance survey maps?</p>	<p>LQ: Where in the world is Greece?</p> <p>LQ: Can I locate some countries of the world on a world map with more accuracy?</p>	<p>LQ: What is the climate like in Greece and how did this impact on goods that were traded by the Ancient Greeks?</p> <p>LQ: Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>		<p>LQ: What effect did the mountainous terrain have on the development of Ancient Greece?</p> <p>LQ: Can I describe and understand some aspects of physical geography?</p>		
Art Pottery	<p><b>Exploring ideas</b>          Create sketch books to record their observations and use to review &amp; revisit ideas/Record &amp; explore ideas from 1<sup>st</sup> hand observations, experience &amp; imagination&amp; ideas for different purposes          Question &amp; make observations about starting points &amp; select ideas for use in their work, recording &amp; annotating in sketchbooks.          Think critically about their art &amp; design work.</p> <p><b>Painting</b>          develop a painting from a drawing.</p>	<p>LQ:          What observational sketches can we make from our research in to Greek pottery?</p>	<p>LQ:          How can we design our own pot with decoration inspired by Ancient Greek art?</p>	<p>LQ:          How can we design our own pot with decoration inspired by Ancient Greek art?</p>	<p>LQ:          NA</p>	<p>LQ:          What are the characteristics of Greek Mythical creatures?          (centaurs, sirens etc.)</p>	<p>LQ:          How can we draw and paint our mythical creatures?</p>

	<p>experiment with different media and materials for painting. Mix and match colours to create atmosphere and light effects identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p><b>Drawing</b> I know how to organise line, tone, shape and colour to represent figures and forms in movement</p>	How can we make scratch paper to then show our own pottery design?	How can we use paper mache to create our own pot?	How can we use paper mache to create our own pot?		What ideas can we have for our own mythical creature?  (sketching/annotating)	
D.T		. NA	NA	NA	NA	NA	NA
P.E	<p><b>Coaches Specific Learning Intentions</b></p> <p>To develop appreciation of working within a given area To develop co-operation working with a partner.To develop a coherent sequence of movement</p> <p>Demonstrate mirroring and contrasting movements during a sequence.</p> <p>Select and combine techniques and ideas.</p> <p>Apply combined skills accurately and consistently showing control and fluency.</p> <p>Draw on what they know composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Greek Olympic games</u>
PHSE	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p> <p>I know how to set personal goals</p> <p>I know how an individual's behaviour can affect a group and the consequences of this</p>	LQ: Can I talk about what I would like my life to be when I am grown up?	LQ: Do I understand that I need money to help me achieve some of my dreams?	LQ: Can I talk about what I need to do to achieve my dreams?	LQ: Can I describe the dreams and goals of others?	LQ: Can I talk about how those from other cultures might support me and I them?	LQ: Can I talk about making a positive contribution to supporting others?
French	<p><b>Reading</b> -Read &amp; recognise animal/pets (from 8 given). To read which pet a child has, their name, age and amount of pets.</p> <p><b>Writing</b> -Write a short sentence responding to As-tu un animal? Children can also respond in a sentence saying they have no pets.</p> <p><b>Speaking</b>-Communicate by asking a wider range of question and responding to a question. From new topic and previous learning.</p> <p><b>Listening</b></p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>LQ: Can I name the eight nouns and matching gender articles for the different (given) pets?</p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>LQ: Can I correctly use "J'ai..." ("I have...") plus a pet and the connective "et" ("and")?</p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>LQ: How do I introduce my pet using "qui s'appelle..." ("that is called...")?</p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>How do I use the negative structure "je n'ai pas de / d'... to say 'I do not have a pet'?</p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>LQ: Can I use the connective "mais" ("but"), when speaking and reading French?</p>	<p><b>Do you have a pet? As-tu un animal?</b></p> <p>LQ: Can I write about which pets my friends do or do not have?</p>

	Pick out some of the main points from short spoken passages and/or conversations. <u>Intercultural Understanding</u> Recognise similarities and difference between our everyday lives and those of others.						
Music	<u>Term 3</u>	<u>LQ:</u> Ukuleles	<u>LQ:</u> Ukuleles	<u>LQ:</u> Ukuleles	<u>LQ:</u> Ukuleles	<u>LQ:</u> Ukuleles	<u>LQ:</u> Ukuleles
Learning Environment in corridor displays	<u>Ancient Greek display</u>						