

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

Topic: Ancient Greeks

Term: 3




Hooks: Art making and designing a Greek pot. A sponsored Marathon run.

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
Reading	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
Writing	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>Grammar Understand how expanded noun phrases convey details concisely. Write expanded noun phrases to describe a character Revise grammatical terms: noun, verb, adjective, adverb, preposition & 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>Spellings 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 & 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>Punctuation 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>Grammar – To identify a relative clause and relative pronouns in a sentence</p> <p>Punctuation - Apostrophes for contraction</p> <p>Spellings – Year 5/6 spellings</p>	<p>Grammar – Superlatives and comparative language</p> <p>Punctuation- Comma and how do we use these to separate items in lists?</p> <p>Spellings – words with the /ei/ sound spelt ei, eigh, or ey</p> <p>revisit: they, weigh, eight, eighth, grey, sleigh</p>	<p>Grammar – Antonyms and synonyms linked to words of a Greek origin.</p> <p>Punctuation- Bullet points</p> <p>Spellings- adding –s, -es and –ies to words (plurals of nouns and the third-person singular of verbs)</p>	<p>Grammar – Modal verbs which indicate degrees of possibility.</p> <p>Punctuation Colons</p> <p>Spellings – adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>Grammar - Progressive verbs</p> <p>Punctuation Semi Colons</p> <p>Spellings – Apostrophes revisit: apostrophes for contraction and possession, singular and plural</p>	<p>Grammar - compound and complex sentences</p> <p>Punctuation Commas and brackets for parenthesis</p> <p>Spell – Common exception words</p>
Maths	<p>Recap Multiply 2-digits by 1-digit Recap 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 Recap Divide 2-digits by 1-digit Recap Divide 3-digits by 1-digit Divide 4-digits by 1-digit Divide with remainders Fractions Recap What is a fraction? Recap Equivalent fractions</p>	<p>Number</p> <p>Multiplication & Division</p> <p>LQ: How do we numbers, 4-digit numbers by 1 digit?</p>	<p>Number</p> <p>Multiplication & Division</p> <p>LQ: how do we multiply 3-digit numbers and 4-digit</p>	<p>Fractions</p> <p>Multiplying fractions.</p>	<p>Fractions</p> <p>Fractions of an amount and calculating fractions.</p>	<p>Decimals and percentages.</p> <p>Equivalent fractions and decimals (Tenths) (hundredths)</p>	<p>Decimals and percentages.</p> <p>Ordering decimals and percentages.</p> <p>Rounding decimals to the nearest 1.</p>

	<p>Equivalent fractions Recap 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>What methods do we use to multiply 2-digit numbers by 2 digits numbers?</p>	<p>numbers by 2-digit numbers?</p> <p>Solve problems with long multiplication.</p> <p>Short division.</p>				
<p>Science</p> <p><u>Properties and changes in materials</u></p>	<p>Skills: To be able to identify scientific evidence that has been used to support or refute ideas or arguments. 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.</p> <p>Monitoring and recording: To be able to take repeated accurate measurements using a stopwatch Record results in a range of ways including: tables, diagrams, charts and written records. To monitor test using different variables such as a timer/thermometer. To explain what our results show.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p><u>Properties and changes in materials</u></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:</p>	<p>I know Christians believe Jesus is God in the flesh.</p> <p>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.</p>	<p>What was life like for a Hebrew slave in Egypt in Moses' time</p>	<p>How does the story of Moses links to freedom and salvation?</p>	<p>How do biblical texts</p>	<p>How do Bible texts link with Christians beliefs and how they should behave?</p>	<p>How do Bible texts link with Christians beliefs and how they should behave?</p>	<p>How can freedom & justice be created in the world today?</p>

<p>How can following God bring freedom and justice?</p>	<p>I know The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>I know Christians see Jesus as their Saviour</p>	<p>Term 3 Diocesan plans</p>	<p>Term 3 Diocesan plans</p>	<p>link with the idea of God's covenant with his people?</p> <p>Term 3 Diocesan plans</p>	<p>Term 3 Diocesan plans</p>	<p>Term 3 Diocesan plans</p>	<p>Term 3 Diocesan plans</p>
<p>Computing Spreadsheets</p>	<p>Create a formula in a spreadsheet to convert m to cm then apply this to creating a spreadsheet that converts miles to km and vice versa.</p> <p>Use a spreadsheet to work out which letters appear most often. Use the 'how many' tool. Use a spreadsheet to work out the area and perimeter of rectangles then use these calculations to solve a real-life problem. Using Text Variables to Perform Calculations Create simple formulae that use different variables. Create a formula that will work out how many days there are in x number of weeks or years. Event Planning with a Spreadsheet. Use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.</p>	<p>Project evolve: Online relationships</p> <p>LQ: How can I support others online?</p>	<p>Computing: Purple Mash</p> <p>Spreadsheets</p> <p>LQ: Can I create a formula in a spreadsheet to convert m to cm?</p> <p>Project evolve: Online relationships</p> <p>LQ: Can I give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs)?</p>	<p>Computing: Purple Mash</p> <p>Spreadsheets</p> <p>LQ: Can I use a spreadsheet to work out which letters appear most often?</p> <p>Project evolve: Online relationships</p> <p>Do I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart?</p>	<p>Computing: Purple Mash</p> <p>Spreadsheets</p> <p>LQ: How do I use a spreadsheet to work out the area and perimeter of rectangles?</p> <p>Project evolve: Online relationships</p> <p>Can I describe how online communities collaborate and the benefit of doing this?</p>	<p>Computing: Purple Mash</p> <p>spreadsheets</p> <p>LQ: Can I create simple formulae that use different variables?</p> <p>Project evolve: Online relationships</p> <p>Can I explain how someone can get help if they are having problems and identify when to tell a trusted adult?</p>	<p>Computing: Purple Mash</p> <p>spreadsheets</p> <p>LQ: How do I use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied?</p>
<p>History</p> <p> B – Monarchy x 13</p> <p> P – Jobs / trade x 16</p>	<p>chronological understanding</p> <ul style="list-style-type: none"> -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>Knowledge & interpretation</p> <p>Can I describe and give opinions about historical events from the different period/s I am studying / have studied?</p> <p>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</p> <p>-Be able to appreciate that significant events in history have helped shape the country we have today</p> <p>-Describe features of historical events & people from past societies & periods we have studied</p> <p>Historical enquiry</p> <p>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?</p> <p>-Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present</p>	<p>LQ: Where in the world is Greece?</p>	<p>LQ: What is the climate like in Greece and how did this</p>	<p>LQ: How was ancient Greece organised?</p> <p> B – Monarchy x 13</p>	<p>LQ: Why do we know so much about the ancient Greeks?</p>	<p>LQ: What was the golden age of Greece?</p> <p>How was work and life in Ancient Greece affected by culture?</p>	<p>LQ: What were the great achievements of the ancient Greeks?</p> <p>How was work and life in Ancient Greece affected by culture?</p>
<p>Geography</p>	<p>locational knowledge</p> <p>Can I locate some countries of the world on a world map with more accuracy? Can I identify aspects of physical</p>	<p>LQ: Where in the world is Greece?</p>	<p>LQ: What is the climate like in Greece and how did this</p>	<p>LQ: What effect did the mountainous terrain have on the</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

<p>PHSE</p> <p>Dreams and Goals</p>	<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>	<p>LQ: Can I talk about what I would like my life to be when I am grown up?</p>	<p>LQ: Do I understand that I need money to help me achieve some of my dreams?</p>	<p>LQ: Can I talk about what I need to do to achieve my dreams?</p>	<p>LQ: Can I describe the dreams and goals of others?</p>	<p>LQ: Can I talk about how those from other cultures might support me and I them?</p>	<p>LQ: Can I talk about making a positive contribution to supporting others?</p>
<p>French</p>	<p><u>Reading</u> -Read & recognise animal/pets (from 8 given).</p> <p>To read which pet a child has, their name, age and amount of pets.</p> <p><u>Writing</u> -Write a short sentence responding to As-tu un animal? Children can also respond in a sentence saying they have no pets.</p> <p><u>Speaking</u>-Communicate by asking a wider range of question and responding to a question. From new topic and previous learning.</p> <p><u>Listening</u></p> <p>Pick out some of the main points from short spoken passages and/or conversations.</p> <p><u>Intercultural Understanding</u></p> <p>Recognise similarities and difference between our everyday lives and those of others.</p>	<p><u>Do you have a pet? As-tu un animal?</u></p> <p>LQ: Can I name the eight nouns and matching gender articles for the different (given) pets?</p>	<p><u>Do you have a pet? As-tu un animal?</u></p> <p>LQ: Can I correctly use "J'ai..." ("I have...") plus a pet and the connective "et" ("and")?</p>	<p><u>Do you have a pet? As-tu un animal?</u></p> <p>LQ: How do I introduce my pet using "qui s'appelle..." ("that is called...")?</p>	<p><u>Do you have a pet? As-tu un animal?</u></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><u>Do you have a pet? As-tu un animal?</u></p> <p>LQ: Can I use the connective "mais" ("but"), when speaking and reading French?</p>	<p><u>Do you have a pet? As-tu un animal?</u></p> <p>LQ: Can I write about which pets my friends do or do not have?</p>
<p>Music</p>	<p><u>Term 3</u></p> <ul style="list-style-type: none"> Learn how to play two new chord shapes, C7 and G7. Use them to learn and perform a number of songs that will extend our repertoire. (Stand By Me, Calypso Strum, etc.) Use them to compose their own chord sequences Learn how to do upstrokes as well as downstrokes when strumming rhythm patterns. Continue with both reading and writing TAB notation with increasing complexity. Learn various scales in order to improve dexterity and use them to compose their own melodies. Add their own lyrics to create their own songs. Continue to practice both banjo style and rest strokes. 	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>Learning Environment in corridor displays</p>	<p><u>Ancient Greek display</u></p>						

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