

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Emerging Skills

Topic: Ancient Greeks –

Term: 3

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

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

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 Viking topic – Beowulf – Michael Morpurgo	Prediction/ Retelling/context/characterisation Comprehension 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 and Diary entry <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> Maintain positive attitudes ...by: . learning a wider range of poetry by heart / preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience/Provide reasoned justifications for their views/Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/Explain and	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?	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?

	<p>discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views</p> <p>Composition 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 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning / in narrative texts, describing settings, characters and atmosphere Evaluate and edit by: . assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects. Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially. 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. Learn to identify modal verbs in texts; Use them in writing Start to understand how the passive voice affects the presentation of information.</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</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 - revise the present and past tense, including the present perfect e.g. I have found / She has won. Punctuation -colons</p> <p>Spellings - homophones</p>	<p>Grammar – Revision of expanded noun phrases Revise progressive verb forms e.g. He was taking; They are bowling.</p> <p>Punctuation-commas to separate clauses to make meaning clear</p> <p>Spellings –suffixes to make the plural</p>	<p>Grammar – compound and complex sentences</p> <p>Punctuation-revision of speech punctuation- inverted commas/ commas, reported clauses and layout</p> <p>Spellings- root words prefixes</p>	<p>Grammar – Be able to confidently use passive voice</p> <p>Punctuation for parenthesis - commas</p> <p>Spellings – words with silent letters</p>	<p>Grammar – passive voice - revision</p> <p>Punctuation for parenthesis - hyphens</p> <p>Spell words with the ough letter string</p>	<p>Grammar - revision of modal verbs</p> <p>Punctuation for parenthesis - brackets</p> <p>Spell words with the ough letter string</p>

<p>Maths</p>	<p><u>Statistics</u> Comparison, sum. Difference/Introduce line graphs/read and interpret line graphs draw line graphs/use line graphs to solve problems/read & interpret tables/two-way tables/timetables <u>Multiplication & division</u> Multiples/factors/common factors/prime numbers/square numbers/cube numbers multiply by 10,100,1000 divide by 10,100,1000 multiples of 10,100,1000 <u>Perimeter & area</u> measure perimeter/perimeter on a grid perimeter of rectangles/ rectilinear shapes calculate perimeter/counting squares area of rectangles/area of compound shapes/area of irregular shapes</p>	<p><u>Number</u> <u>Multiplication & division</u> Division by 10,100,1000 Multiples of 10,100,1000 White Rose Autumn wks 8-10</p>	<p><u>Measurement</u> <u>Perimeter & area</u> LQ: What can we remember about perimeter? How do we calculate the perimeter of rectilinear shapes? White Rose Autumn wks 10-12</p>	<p><u>Measurement</u> <u>Perimeter & area</u> LQ: What can we remember about perimeter? How do we calculate the perimeter of rectilinear shapes? White Rose Autumn wks 10-12</p>	<p><u>Measurement</u> <u>Perimeter & area</u> LQ: How do we calculate the area of rectangles/compound shapes & irregular shapes? White Rose Autumn wks 10-12</p>	<p><u>Number</u> <u>Multipn & Division</u> LQ: How do we multiply 2-digit numbers,3-digit numbers, 4-digit numbers by 1 digit? White Rose Spring wks 1-3</p>	<p><u>Number</u> <u>Multipln & Division</u> LQ: What methods do we use to multiply 2-digit numbers by 2 digits numbers? How do we multiply 3-digit numbers and 4-digit numbers by 2-digit numbers?</p>
<p>Science</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> What scientific materials and equipment would a scientist use to investigate property change in materials? Which material is best at conducting heat? How can we record our findings? Kent Science scheme</p>	<p><u>Properties and changes in materials</u> How can we conduct a fair test to see which material would be the best insulator? Kent Science scheme</p>	<p><u>Properties and changes in materials</u> Which metals are the best conductors of electricity? Kent Science scheme</p>	<p><u>Properties and changes in materials</u> Which materials dissolve and why do we take repeated measurements/observations? Kent Science scheme</p>	<p><u>Properties and changes in materials</u> How can we separate mixtures of different solids? Kent Science scheme</p>	<p><u>Properties and changes in materials</u> Which changes cannot be easily reversed? Kent Science scheme</p>
<p>RE</p> <p>Big Question: How can following God bring freedom and justice?</p>	<p><u>Making sense of the text:</u> Be able to explain the place of incarnation & messiah within the 'big story' of the bible. Be able to identify Gospel and prophecy texts using technical terms Be able to explain connections between biblical texts, incarnation and Messiah, using theological terms <u>Understanding the impact:</u> Show how Christians put their beliefs about Jesus's incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible. <u>Making connections:</u> Weigh up how far the idea that Jesus is the messiah - a saviour from God - is important in the world today & , if it is true what difference that might make in people's lives.</p>	<p>What was life like for a Hebrew slave in Egypt in Moses' time Term 3 Diocesan plans</p>	<p>How does the story of Moses link to freedom and salvation? Term 3 Diocesan plans</p>	<p>How do biblical texts link with the idea of God's covenant with his people? Term 3 Diocesan plans</p>	<p>How do Bible texts link with Christians beliefs and how they should behave? Term 3 Diocesan plans</p>	<p>How do Bible texts link with Christians beliefs and how they should behave? Term 3 Diocesan plans</p>	<p>How can freedom & justice be created in the world today? Term 3 Diocesan plans</p>
<p>Computing</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</p>	<p>Computing: Purple Mash</p>	<p>Computing: Purple Mash</p>	<p>Computing: Purple Mash</p>	<p>Computing: Purple Mash</p>	<p>Computing: Purple Mash</p>	<p>Computing: Purple Mash</p>

	<p>To understand the advantages & disadvantages, permissions & purpose of altering an image digitally & the reason for this</p> <p>To be aware of appropriate & inappropriate text, photographs & videos & the impact of sharing these online.</p> <p>To learn about how to reference sources in their work</p> <p>To search the internet with a consideration for the reliability of the results of sources to check validity & understand the impact of incorrect information.</p> <p>Ensure reliability through using different methods of communication.</p> <p>Spreadsheets</p> <p>Conversion of measurements</p> <p>Novel use of the count tool</p> <p>Formulae including the advanced code</p> <p>Using text variables to perform calculations</p> <p>Use a spreadsheet to plan an event</p>	<p><u>Online safety</u></p> <p>LQ: What are the dangers online and how can we keep ourselves safe?</p>	<p><u>Spreadsheets</u></p> <p>LQ: How can we create a formula in a spreadsheet to convert m to cm?</p>	<p><u>Spreadsheets</u></p> <p>LQ: How can we create a spreadsheet that converts miles to km and vice versa?</p>	<p><u>Spreadsheets</u></p> <p>LQ: How can we use the 'how many tool to work out which letters are the most common?</p>	<p><u>spreadsheets</u></p> <p>LQ: How can we use a spreadsheet to work out the area and perimeter of rectangles?</p>	<p><u>spreadsheets</u></p> <p>LQ: How can we use our learning to solve real life problems involving area & perimeter?</p>
History	<p><u>chronological understanding</u></p> <p>-Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact</p> <p>-Place historical eras on a timeline showing periods of time</p> <p>-Be able to build up a picture of what main events happened in Britain /the world during different centuries</p> <p>-Use mathematical skills to work out time scales & differences</p> <p>-Use correct dates in work</p> <p><u>Knowledge & interpretation</u></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><u>Historical enquiry</u></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><u>LQ:</u> What features of history are portrayed through Greek art?</p>			<p>LQ: What was the battle of Marathon and how has this influenced the Western World?</p>	<p><u>LQ:</u> LQ: Who were the Ancient Greeks and where do they fit in the history of the world.</p>	<p><u>LQ:</u> LQ: How have ancient Greek people influenced the modern Western world?</p>
Geography	<p><u>locational knowledge</u> Can I locate some countries of the world on a world map with more accuracy?</p> <p>Can I locate countries and cities of the UK with more accuracy?</p> <p>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><u>Human & physical geography.</u></p> <p>Revise y3 and 4 - Mountains / volcanoes / earthquake, water cycle, vegetation belts, climate zones</p> <p>Revise y3 and 4 - Settlements, land use, distribution of natural resources, trade links</p> <p>Y5 – as y 3 and 4 studying alternative locations and distribution of energy / minerals and economic activity.</p> <p><u>Place knowledge</u></p> <p>-Be able to study 2 regions of the UK and a region in a European country and identify some similarities and differences in physical geography between the them</p> <p><u>Geographical Skills and Fieldwork</u></p>	NA	<p>LQ : Where in the world is Greece?</p>	<p>LQ: What effect did the mountainous terrain have on the development of Ancient Greece?</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: Why did the Ancient Greeks become primarily a sea faring nation?</p>	

	<p>-Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?</p> <p>- 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>Art</p> <p>Pottery</p>	<p>Exploring ideas Create sketch books to record their observations and use to review & revisit ideas/Record & explore ideas from 1st hand observations, experience & imagination& ideas for different purposes Question & make observations about starting points & select ideas for use in their work, recording & annotating in sketchbooks. Think critically about their art & design work.</p> <p>Painting develop a painting from a drawing. experiment with different media and materials for painting. smix and match colours to create atmosphere and light effects identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Drawing experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p>Collaging Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours & textures when designing & making pieces of work Use collage as a means of extending work from initial ideas</p>	<p><u>LQ:</u> What observational sketches can we make from our research in to Greek pottery?</p> <p>How can we make scratch paper to then show our own pottery design?</p>	<p><u>LQ:</u> How can we design our own pot with decoration inspired by Ancient Greek art?</p> <p>How can we use paper mache to create our own pot?</p>	<p><u>LQ:</u> How can we design our own pot with decoration inspired by Ancient Greek art?</p> <p>How can we use paper mache to create our own pot?</p>	<p><u>LQ:</u> <u>NA</u></p>	<p><u>LQ:</u> What are the characteristics of Greek Mythical creatures? (centaurs, sirens etc.) What ideas can we have for our own mythical creature? (sketching/annotating</p>	<p><u>LQ:</u> How can we draw and paint our mythical creatures?</p>
D.T	<p><u>Designing-understanding users, contexts and Purposes</u> -describe purpose of product -indicate the design features of their products that will appeal to intended users -explain how particular parts of their products work</p> <p><u>Designing - Generating, developing, modelling and communicating ideas-</u> -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p><u>Making - Planning</u> -select tools and equipment suitable for the task -explain their choice of tools and equipment in relation to the skills and techniques they will be using -select materials and components suitable for the task</p> <p><u>Making – Practical skills and techniques</u> -follow procedures for safety and hygiene -use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components -accurately measure, mark out, cut and shape materials and components</p>	. NA	NA	NA	NA	NA	NA

	<p>-accurately assemble, join and combine materials and components</p> <p>Technical Knowledge – Making products work</p> <p>-how to use learning from science and maths to help design and make products that work</p> <p>-that materials have both functional properties and aesthetic qualities</p> <p>-that materials can be combined and mixed to create more useful characteristics</p> <p>-that mechanical and electrical systems have an input, process and output</p> <p>-the correct technical vocabulary for the projects they are undertaking</p> <p>how mechanical systems such as cams or pulleys or gears create movement</p> <p>-how more complex electrical circuits and components can be used to create functional products</p> <p>- how to reinforce and strengthen a 3D framework</p>						
P.E	<p><u>Coaches</u></p> <p><u>Skills to be advised by coaches</u></p>	<p><u>LQ:</u></p> <p>Netball</p>	<p><u>LQ</u></p> <p>Netball</p>	<p><u>LQ:</u></p> <p>Netball</p>	<p><u>LQ:</u></p> <p>Netball</p>	<p><u>LQ:</u></p> <p>Netball</p>	<p><u>LQ:</u></p> <p>Netball</p>
PHSE	<p>Be able to understand :</p> <p>-why and how rules & laws that protect us & others are made & enforced.</p> <p>- that different rules are needed in different situations& and how to take part in making and changing rules</p> <p>-that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>-that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>-how to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>Can I talk about what I would like my life to be when I am grown up</p>	<p>Do I understand that I need money to help me achieve some of my dreams?</p>	<p>Can I talk about what I need to do to achieve my dreams?</p>	<p>Can I describe the dreams and goals of others?</p>	<p>Can I talk about how those from other cultures might support me and I them?</p>	<p>Can I talk about making a positive contribution to supporting others?</p>
French	<p><u>Reading</u> -Read & understand some of the main points from a short text</p> <p>Recognise how cognates can help to understand new language.</p> <p><u>Writing</u> -Write a few sentences using a model which are joined using simple conjunctions.</p> <p>Use 1st and 3rd person singular forms of familiar verbs.</p> <p><u>Speaking</u>-Communicate by asking a wider range of questions.Understand and express simple opinions.</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>Grammar</u></p> <p>Know how to make a sentence negative.</p> <p>Know that adjectives agree with the noun.</p> <p>Use avoir and etre competently</p>	<p><u>Unit 2 Bon Appetit</u></p> <p>LQ: Can we revisit and recall how to say what we like/dislike?</p>	<p>LQ: Can you name some common foods?</p>	<p>LQ: Can you order a drink and food from a café?</p>	<p>LQ: Can you order a drink and food from a café?</p>	<p>What does (du/de/des) and on the ou sound mean in French?</p>	<p>Can you use (du/de/des) and on the ou sounds?</p>

Music	Term 3	<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							