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| Quilt*Patches**The Ancient Greeks**This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. We will focus on Minoans and how they began to trade in early Greece. We will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip ll and then Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, ‘What were the greatest achievements of Ancient Greece? | Quilt*Patches**Je me presente (Presenting myself)**In this unit the children will learn how to:  Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. | Quilt*Patches**Tennis**Develop returning the ball using a forehand and backhand groundstroke.Work cooperatively with a partner to keep a continuous rally.Develop the underarm serve and understand the rules of serving.Develop the volley and understand when to use it.Use a variety of strokes to outwit an opponent.**Tag Rugby**Develop attacking principles, understanding when to run and when to pass.Use the ‘forward pass’ and 'offside' rules.Play games using tagging rules.Develop dodging skills to lose a defender.Develop drawing defence and understanding when to pass. |
| Quilt*Patches**Living Things and Their Habitats**During this unit of work, children will learn to recognise the seven life processes common to all living things. They will learn to sort living things using a variety of criteria and extend their use of scientific vocabulary to describe features and characteristics of animals and plants. They will conduct a local habitat search and learn to identify unknown living things using a classification key. Children will consider how environmental change impacts the local area and suggest ways in which humans can prevent further damage.  | Bettins - Personal useBettins - Personal useEnfield Academy of New WalthamSecond Lesson PERSONAL USE Regular | Quilt*Patches**Community – Hinduism**Exploring how Hindu beliefs are expressed collectivelyUnderstanding how Hindu’s worship and celebration build a sense of communityWorship and celebration: Understanding ways in which worship and celebrations engage with the natural world and ways in which this relates to beliefs about creation and natural world |
| Quilt*Patches**Exploring Still Life**Children will be introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. We will revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.Along the way, the children will consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work**.** | Quilt*Patches**E-safety:** Project evolve- self image and identity, online relationships, copyright and ownership**Information Technology: Using shared cloud documents**Understanding how someone else’s actions can affect youCreating a strong password and customising privacy settingsCreating docs and collaborate using Microsoft Word (online) and Publisher. | Quilt*Patches**What makes up a person’s identity?**Children will learn:Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)That for some people gender identity does not correspond with their biological sexTo recognise their individuality and personal qualitiesAbout respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgroundAbout stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypesTo recognise there are human rights, that are there to protect everyone |