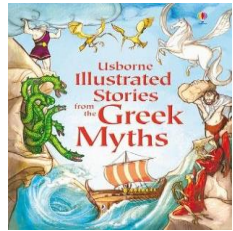
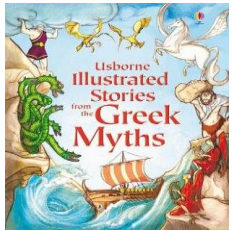
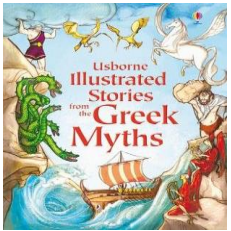
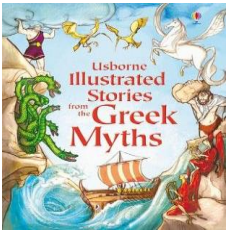
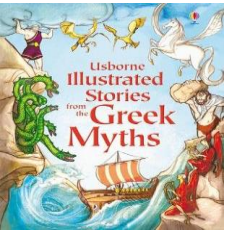
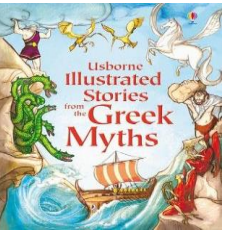
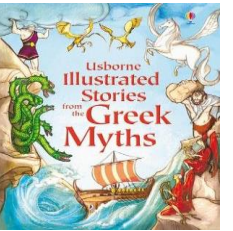




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum - Spring Term 1 2023**  
**Phase Lower Key Stage 2 Year Group 4**



	<b>Week 1</b> Wk Beg 05.01	<b>Week 2</b> Wk Beg 9.01	<b>Week 3</b> Wk Beg 16.01	<b>Week 4</b> Wk Beg 23.01	<b>Week 5</b> Wk Beg 30.01	<b>Week 6</b> Wk Beg 06.02	<b>Week 7</b> Wk Beg 13.02
<b>Big Question</b>	Ancient Greece was 2,500 years ago, so why do we still talk about it today?						
<b>Weekly Questions</b>	Where and when was Ancient Greece?	Where do the Ancient Greeks fit into History and the world?	How do we know so much about Ancient Greece?	Why was Ancient Greece so strong?	What was so special about life in Athens?	What did the ancient Greeks do for fun?	What were the lasting legacies of the Greeks?
<b>Key Concepts</b>	Civilisation/Society/Legacy/Power/Achievement						
<b>Book Studies</b>	Classic Greek Myths 	Classic Greek Myths 	Classic Greek Myths 	Classic Greek Myths 	Classic Greek Myths 	Classic Greek Myths 	Classic Greek Myths 
<b>Children steering learning....</b>	Who were the Greeks? Where did the Ancient Greeks live?	How long did the Ancient Greeks live for? What came before and after the Ancient Greeks?	How did the Ancient Greeks live? What does the pottery tell us? How do we know what life was like in Ancient Greece?	Who were the most powerful people? Was there someone that was in charge of everyone? How strong was Ancient Greece? What battles did the Greeks have?	What was life like in Athens? What is similar and different to life then and now?	What were the Ancient Olympics like? Why did the Greeks invent the Olympics? What is similar and different to today's Olympics?	How did the Ancient Greeks influence us? Why are the Ancient Greeks still spoken about and remembered today?
<b>English Reading</b> -Word reading -Comprehension	Myths and Legends Add writing and reading knowledge and skills.  Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences.	Myths and Legends Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences.  Phase 1- Understanding as a Reader	Myths and Legends Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces.  Effectively organises ideas into paragraphs using a range of cohesive devices such	Myths and Legends. Edits their own work to make improvements to spelling, grammar, punctuation and content against success criteria, using peer to peer support for suggestions.  Phase 3 - composition	Diary entries- Add writing and reading knowledge and skills.  Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences.	Diary entries- Make ambitious vocabulary choices through explicit vocabulary teaching and wider reading and experiences.  Phase 2- Understanding as a Writer Children to look at emotive language to	Diary entries- Experiments with a range of sentence structures, applying taught punctuation, into extended writing pieces.  Effectively organises ideas into paragraphs using a range of cohesive devices such
<b>Writing</b> -Transcription							

<p><b>-Composition</b> <b>-Vocabulary,</b> <b>Grammar and</b> <b>Punctuation</b></p>	<p>Phase 1- <b>Understanding as a Reader</b> Role play and storyboarding</p> <p>Text detectives, explore the narrative and sequence Emotion map of characters within story</p> <p>Phase 2- <b>Understanding as a Writer</b> Explore Sentence types (Emotion. Comma, 2A, adverbial phrases) Develop use of figurative language ( similes, metaphors, personification) Define and use ambitious vocabulary to be used in narrative.</p> <p><b>Reading</b> Reading 'The legend of Medusa' from 'Illustrated stories of the Greek Myths.' PEE - Inference about Medusa, finding evidence in the text and give explanation.</p> <p>Emotion Map of Medusa's feelings throughout the text.</p>	<p>Recognise themes within the text shared through illustrations.</p> <p>Phase 2- <b>Understanding as a Writer</b> Explore vocabulary used in the text. Use figurative language to describe thoughts and feelings.</p> <p>Phase 3 - <b>Composition</b> Plan and write myth in the style of Theseus and the Minotaur</p> <p><b>Reading</b> Reading 'The legend of Medusa' from 'Illustrated stories of the Greek Myths.' PEE - Inference about Medusa, finding evidence in the text and give explanation.</p> <p>Generate questions using Bloom's Taxonomy for other students to answer.</p>	<p><b>as time conjunctions, chronological order, themes and making appropriate use of pronouns to avoid unnecessary repetition.</b></p> <p>Phase 2- <b>Understanding as a Writer</b> Rehearse the use of subordinate and relative clauses Explore characters descriptions looking at use of expanded noun phrases. Link to Greek gods.</p> <p>Explore Greek settings</p> <p>Phase 3 - <b>composition</b> Plan and write myth in the style of Theseus and the Minotaur TAG with partner Edit and improve</p> <p><b>Reading</b> Reading 'The legend of Medusa' from 'Illustrated stories of the Greek Myths.' VIPERS - Inference about Medusa, finding evidence in the text and give explanations.</p> <p>True or false and Be the Teacher activities to widen our understanding of the story.</p>	<p>Plan and write myth in the style of Theseus and the Minotaur TAG with partner Edit and improve.</p> <p><b>Reading</b> Reading 'Odysseus and the Cyclops' PEE - Inference linked to Odysseus and Cyclops finding evidence in the text and giving explanation.</p> <p>Emotion Map of Odysseus/Cyclops feelings throughout the text.</p>	<p>Phase 1- <b>Understanding as a Reader</b> Looking at examples of diary entries. Can children identify the key aspect that tell us that this is a diary entry? Consider the tense, person and style of the writing.</p> <p>Phase 2- <b>Understanding as a Writer</b> Focussing in on one of the characters from the Greek myths, e.g. Medusa, Cyclops, Odysseus or Pegasus. Character study on how these characters would feel, act and look when going through the events of their myth/ legend.</p> <p><b>Reading</b> Reading 'Odysseus and the Cyclops' VIPERS - Inference about the story, finding evidence in the text and give explanations.</p> <p>True or false and Be the Teacher activities to widen our understanding of the story.</p>	<p>describe how a character would be feeling at each point of their legend. Apply this emotive language using fronted adverbials, relative clauses and similes in their diary entries.</p> <p>Phase 3 - <b>composition</b> Plan and write a diary entry from the perspective of a mythical creature.</p> <p><b>Reading</b> Reading 'The legend of Pegasus' from 'Illustrated stories of the Greek Myths.' PEE - Inference about Pegasus, finding evidence in the text and give explanation.</p> <p>Generate questions using Bloom's Taxonomy for other students to answer.</p> <p>Emotion Map of Pegasus' feelings throughout the text.</p>	<p><b>as time conjunctions, chronological order, themes and making appropriate use of pronouns to avoid unnecessary repetition.</b></p> <p>Phase 3 - <b>composition</b> Plan and write a diary entry from the perspective of a mythical creature. TAG with partner Edit and improve.</p> <p><b>Reading</b> Reading 'The legend of Pegasus' from 'Illustrated stories of the Greek Myths.' VIPERS - Inference about the story, finding evidence in the text and give explanations.</p> <p>Identify similarities, differences and themes between the Greek myths. What does this tell us about the ancient Greeks.</p>
<p><b>Oracy</b> <b>-Social and Emotional</b> <b>-Linguistic</b> <b>-Cognitive</b> <b>-Physical</b></p>	<p>Debate- Oracy Cards</p> <p>New question every week based on children's ideas in response to the big question.</p>	<p>Debate- Oracy Cards</p> <p>New question every week based on children's ideas in response to the big question.</p>	<p>Debate- Oracy Cards</p> <p>New question every week based on children's ideas in response to the big question.</p>	<p>Debate- Oracy Cards</p> <p>New question every week based on children's ideas in response to the big question.</p>	<p><b>Explain information, ideas and opinions clearly.</b></p> <p>Children to create speech to persuade people to join their</p>	<p><b>Explain information, ideas and opinions clearly.</b></p> <p>Children to finish creating their speech to persuade people to</p>	<p><b>Ask questions about others' points of view and respond appropriately.</b></p> <p>Ask suitable questions to gain more knowledge about the life of an</p>

	Why is it important to remember ancient history?	What will today's society/ time period be remembered for? Will we be remembered positively or negatively?	Would Ancient Greece be a good place to live?	What parts of Ancient Greek society should we adopt to improve today's world?	state. (Athens or Sparta)	join their state. (Athens or Sparta). Children to perform their speech as a group.	Ancient Greek Emperor.
<b>Mathematics</b> <b>Number</b> <b>- Addition and Subtraction</b> <b>- Multiplication and Division</b> <b>- Measurement</b>	<b>Fractions</b> Recognise and show, using diagrams, families of common equivalent fractions. Visual and practical apparatus Toolkit (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) Focus on next steps identified from test, create flashcards. <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Equivalent Fractions</b> Recognise and show, using diagrams, families of common equivalent fractions. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving. <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) Relationship between x3 and x6 Related multiplication and division facts. <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Adding and subtracting fractions</b> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ] Visual and practical apparatus Toolkit (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) Missing numbers - using the inverse relationship between multiplication and division. <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Adding and subtracting fractions</b> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ] <b>Solve simple measure and money problems involving fractions.</b> Deeper thinking reasoning and problem solving (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) Focus on next steps identified from test, create flashcards. Compare numbers with the same number of decimal places up to two decimal places. <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Fractions of Quantities</b> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. <b>Solve simple measure and money problems involving fractions.</b> Visual and practical apparatus Toolkit (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) x11 times tables <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Fractions of Quantities</b> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. <b>Solve simple measure and money problems involving fractions.</b> Toolkit (including measures) Deeper thinking reasoning and problem solving (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) x12 times tables <b>Maths Rehearsal</b> - Quick recall of times tables.	<b>Decimals</b> Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Compare numbers with the same number of decimal places up to two decimal places Visual and practical apparatus Toolkit (including measures) <b>Times table weekly practice</b> (sound check, hit the button, TTRS, Planet Maths test) x12 times tables <b>Maths Rehearsal</b> - Quick recall of times tables.
<b>Science</b> <b>- Working Scientifically to observe, connect, respond</b> <b>- Biology</b> <b>- Chemistry</b> <b>- Physics</b>	<b>States of Matter</b> Enquiry Cycle - Ask Questions Ask relevant questions and use different types of scientific enquiries to answer them.	<b>States of Matter</b> Enquiry Cycle - Accurate diagrams. Ask relevant questions and use different types of scientific enquiries to answer them.	<b>States of Matter</b> Enquiry Cycle - Plan & Ask Questions. Ask relevant questions and use different types of scientific enquiries to answer them.	<b>States of Matter</b> Enquiry Cycle - Plan & Ask Questions Ask relevant questions and use different types of scientific enquiries to answer them.	<b>States of Matter</b> Enquiry Cycle - Carry it out, observe and measure. Ask relevant questions and use different types of scientific enquiries to answer them.	<b>States of Matter</b> Enquiry Cycle - Carry it out, observe and measure. Set up simple practical enquiries, comparative and fair tests.	<b>States of Matter</b> Enquiry Cycle - Carry it out, observe and measure. Draw simple conclusions, make predictions or new values, suggest improvements and

	<p>Solid, liquid or gas?</p> <p>Children begin to investigate the differences between solids and liquids by examining and comparing the properties of sand and water.</p> <p>Children will group objects into solids, liquids and gasses.</p> <p>Children look what the different states of matter are and what differences and similarities they share.</p>	<p>What are particles? How do they look and act differently for each state of matter?</p> <p>Children will identify and, match and draw particles to represent the different states of matter.</p>	<p>Which objects can be changed into a different state of matter?</p> <p>Identify objects that can be melted, frozen, or boiled to become different states of matter.</p>	<p>Understanding reversible and non-reversible change.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Find every day examples of reversible and non-reversible change in states of matter.</p>	<p>Condensation and evaporation.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</p>	<p>Understanding states of matter through the water cycle.</p> <p>We will be linking our learning to the water cycle topic in Geography.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Assessment indicator: planning and carrying out a fair test</u></p>	<p><b>raise further questions.</b></p> <p>Children will be experimenting to find the different states of matter through water, ice and steam.</p> <p><u>Assessment indicator: Are children able to make predictions for their experiment?</u></p>
<p><b>Personal, Social, Health and Economic Education</b></p> <p><b>-Relationships</b></p> <p><b>-Health and Well-Being</b></p> <p><b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> New Year's resolutions.</p> <p>What are our hopes and dreams for the new year and what can we do to ensure we attain them?</p> <p>What are our short term goals?</p> <p>What advice can we give others?</p> <p>Have we achieved our New Years resolutions from the previous years?</p> <p>Why have we been successful or unsuccessful in the past?</p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> Hopes and Dreams.</p> <p>Share our hopes and dreams and articulate how it feels to have hopes and dreams.</p> <p>What dreams or hopes do you have for the future?</p> <p>How realistic are these dreams?</p> <p>How does it feel to have a dream for the future?</p> <p>If someone is resilient what does that mean?</p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> Broken Dreams.</p> <p><b>I know that sometimes hopes and dreams don't come true and that might hurt.</b></p> <p><b>I know what feeling disappointed feels like and can tell you times I felt that way.</b></p> <p>Can you think of a time when you felt disappointed or let down or when a dream you had was broken? How did you cope with that situation?</p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> Overcoming Disappointment.</p> <p><b>Know that reflecting on positive and happy experiences can help me to counteract disappointment.</b></p> <p><b>Know how to cope with disappointment and help others cope with theirs.</b></p> <p>What might make us feel like giving up? How does it feel when things don't go to plan?</p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> Creating New Dreams</p> <p><b>Know how to make a new plan and set new goals even if I have been disappointed.</b></p> <p><b>Know what it means to be resilient and to have a positive attitude.</b></p> <p>How do you expect people to react to being disappointed?</p> <p><u>Assessment indicator: Can children reflect on experiences and explain what they will do at a future point if something does not go according to plan?</u></p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> Achieving Goals.</p> <p><b>Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group.</b></p> <p>Enjoy being part of a group challenge.</p> <p>Are you excited about the challenge?</p> <p>How might you work best in your team?</p> <p>What role might you do?</p> <p>How can you ensure everyone in your team is heard and uses their strengths?</p>	<p><b>PSHEE Jigsaw SOW: Our Garden of Dreams and Goals</b> We Did It!</p> <p><b>Identify the contributions made by myself and others to the group's achievement.</b></p> <p><b>Know how to share in the success of a group and how to store this success experience in my internal treasure chest.</b></p> <p>If you did the task again, what would you do differently?</p> <p>What could you do as a team to be more resilient and have a positive attitude the next time you work as a group?</p>

<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>-Gymnastics</li> <li>-Dance</li> <li>-Games</li> <li>-Athletics</li> <li>-Swimming</li> </ul>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p><b>Change the direction or pathway of your actions to make your performance look interesting.</b></p>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: The Spy To choose actions which relate to the theme.</p> <p>Choose actions that represent the character.</p> <p>One movement impacts another.</p>	<p>Get set for PE SOW. Sports coaches: FitnessTeacher - Dance</p> <p>THEME: The Spy To develop a dance using matching and mirroring.</p> <p>Assign actions to counts to help you to create your dance.</p> <p>Talk through and share your ideas with your partner.</p> <p><u>Assessment indicator: Children to perform their dance as part of a group. Have they communicated effectively and listened to the ideas in their group?</u></p>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: Carnival To learn and create dance moves in the theme of carnival.</p> <p>Count with your partner to accurately copy the set choreography. Perform the actions to the fast samba beat showing good timing and rhythm.</p>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: Carnival To develop a carnival dance using formations, canon and unison.</p> <p>Consider how the actions are performed. Count with your partner to accurately copy the set choreography. Use changes in group formation and timing to make your dance look interesting.</p>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: Carnival To develop a dance phrase and perform as part of a class performance.</p> <p>Perform the actions to the fast samba beat showing good timing and rhythm.</p> <p>Talk through and share your ideas with your partner.</p> <p><u>Assessment indicator: Children to perform their dance as part of a group. Have children created a dance that flows and tells a story?</u></p>	<p>Get set for PE SOW. Sports coaches: Fitness Teacher - Dance</p> <p>THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.</p> <p>Choose actions that represent each state of matter. Consider how the actions are performed.</p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>-Code</li> <li>-Connect</li> <li>-Communicate</li> <li>-Collect</li> </ul>	<p>Internet and computer safety Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps.</p> <p>Explore S.M.A.R.T rules for internet safety and communicate what we should do if we encounter inappropriate content online.</p>	<p>Repetition in shapes: Programming a screen turtle.</p> <p><b>To identify that accuracy in programming is important.</b></p> <p>Program a computer by typing commands Explain the effect of changing a value of a command.</p> <p>Create a code snippet for a given purpose.</p>	<p>Repetition in shapes: Programming letters.</p> <p><b>To create a program in a text-based language.</b></p> <p>Use a template to create a design for my program.</p> <p>Write an algorithm to produce a given outcome.</p> <p>Test an algorithm in a text-based language.</p> <p><u>Assessment indicator: I can predict what will happen if I add or take away aspects of the program. I can consider what will make it work most effectively.</u></p>	<p>Repetition in shapes: Patterns and repeats</p> <p><b>To explain what 'repeat' means and the effect when coding.</b></p> <p>Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves.</p> <p>Identify patterns in a sequence.</p> <p>Use a count-controlled loop to produce a given outcome</p>	<p>Repetition in shapes: Using loops to create shapes.</p> <p><b>To modify a count-controlled loop to produce a given outcome.</b></p> <p>Identify the effect of changing the number of times a task is repeated.</p> <p>Predict the outcome of a program containing a count-controlled loop.</p> <p>Choose which values to change in a loop.</p>	<p>Repetition in shapes: Breaking things Down.</p> <p><b>To decompose a task into small steps recognising procedures.</b></p> <p>Identify 'chunks' of actions in the real world.</p> <p>Use a procedure in a program.</p> <p>Explain that a computer can repeatedly call a procedure.</p>	<p>Repetition in shapes: Creating a program.</p> <p><b>To create a program that uses count-controlled loops to produce a given outcome.</b></p> <p>Design a program that includes count-controlled loops.</p> <p>Make use of a design to write a program Develop a program by debugging it.</p> <p><u>Assessment indicator: Children can explain the function of each step and debug mistakes.</u></p>

<p><b>Geography</b>  - Locational and Place Knowledge  - Field Work  - Using Globes, Maps and Plans</p>		<p>Begin to use an atlas to find places using index and contents.</p> <p>Know the names of and locate at least eight major capital cities across the world.</p> <p>Identify Greece on a map of Europe, locating its islands and capital city, comparing to other capital cities.  Location of Greece on a map of Europe.</p>			<p><b>The water cycle-</b>  Describe and understand key aspects of the water cycle.  Children to create a timeline of the water cycle, labelling how the water changes states throughout the cycle.</p> <p><b>Cross Curriculum links:</b>  (science) Children to draw the particles of the water in each stage of the cycle.</p>	<p><b>The water cycle-</b>  Identify the part played by evaporation and condensation in the water cycle.  To recreate the water cycle using actions.  To make a model water cycle to observe the process in action.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p><u>Assessment Indicator:</u>  Are children able to make predictions for their experiment?</p>	<p><b>The water cycle-</b>  Recap the main stages of the water cycle and what each of the following words mean:</p> <ul style="list-style-type: none"> <li>• Evaporation</li> <li>• Condensation</li> <li>• Precipitation</li> <li>• Run of</li> </ul> <p><u>Assessment indicator:</u>  Are children able to recall the terms above and give definitions?</p>
<p><b>History</b>  - Chronology  - Concepts  - Interpretation  - Enquiry  - Communication</p>		<p>Place the Ancient Greeks into the wider context of historical chronology</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Where do the Ancient Greeks fit into history and the World?</p> <p>Plot Ancient Greece on a simple timeline. Play fastest finger first, pointing out physical features on a relief map of Greece. Link landscape to the myth of Theseus and the Minotaur.</p>	<p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <ul style="list-style-type: none"> <li>-power</li> <li>-invasion</li> <li>-achievements</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago?</p> <p>What can we work out about everyday life in Ancient Athens from</p>	<p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <ul style="list-style-type: none"> <li>-power</li> <li>-invasion</li> <li>-achievements</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Why was Athens able to be so strong at this time?</p> <p>Discuss, sort and analyse reasons why tiny Athens beat Persia at the Battle of Marathon.</p>	<p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <ul style="list-style-type: none"> <li>-power</li> <li>-invasion</li> <li>-achievements</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc...</p> <p>Role play being an Athenian citizen focusing on democracy and the building of the Parthenon.</p>	<p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <ul style="list-style-type: none"> <li>-power</li> <li>-invasion</li> <li>-achievements</li> <li>-beliefs</li> <li>-society</li> <li>-legacy</li> </ul> <p>(and housing, food, entertainment)</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>What can we tell about the ancient Greeks from their interest in the theatre and</p>	<p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc...</p> <p>In what ways have the ancient Greeks influenced our lives today?</p> <p>What did the Greeks do for us video  <a href="https://vimeo.com/164710802?scrlybrkr=c9852c12">https://vimeo.com/164710802?scrlybrkr=c9852c12</a> - evaluate and then complete 'Under the Cloth' activity</p> <p><u>Assessment indicator:</u>  Pupils design a set of</p>

			<p>the pottery evidence that remains?</p> <p>Children to draw evidence from the images on pots going beyond literal. Areas of society to focus on warfare, mythology and role of women.</p>			<p>festivals like the Olympics?</p> <p>Children create questions and draw conclusions from 4 images from the time. What do they tell us?</p>	<p><u>stamps showing the range of Greek achievements and legacy to us today. They work our which images to place on each stamp and assign a value £1, £2 etc... showing they have considered the relative significance and importance of each achievement.</u></p>
<p><b>Religious Education, Beliefs and Values</b></p> <p><b>-Believing</b></p> <p><b>-Expressing</b></p> <p><b>-Living</b></p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>What does a journey mean to us?</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>What is the significance of Baptism to Christians?</p> <p>Describe what happens in Christian ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>How do Jewish people mark becoming an adult?</p> <p>Describe what happens in Jewish ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Jewish people.</p> <p><u>Assessment indicator: I can explain similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity.</u></p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>What ceremonies do Hindus mark in the journey of life?</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Hindus.</p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>Why do people choose to get married?</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p><u>Assessment indicator: Think of reasons why some people might not choose to have an initiation ceremony.</u></p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p>	<p><b>Expressing: Why do some people think that life is a journey?</b></p> <p><b>What significant experiences mark this?</b></p> <p>Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p><u>Assessment indicator: What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</u></p>

<p><b>Modern Foreign Languages-French</b></p> <p>-Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 9 (part 1). Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Children work in small groups to practise spelling the names of all those in the class.</p> <p>Children focus on New Year celebrations at home and in other places.</p> <p>They learn to say a simple phrase of celebration - Bonne Année.</p> <p>They take part in a traditional song and dance to celebrate Epiphany.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 9 (part 2) Read a recipe and identify familiar words.</p> <p>Children look at a traditional recipe and learn about the ingredients in English and French.</p> <p>Children understand that adjectives in French mainly follow the noun, but that some (e.g. petit, grand) precede the noun.</p> <p>They identify the spoken and written forms of the phoneme as in grand, trente.</p> <p>Children practise sequencing words, starting from different points.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 10. Notice similarities between French and other languages.</p> <p>Children look at scenes from the Dordogne in France.</p> <p>They listen to music by a classical French composer - Ravel.</p> <p>Children read and memorise words.</p> <p>They listen and look for words which are similar and different in other languages.</p> <p>Children recognise that some words occur both in French and in other languages, although they may sound different.</p> <p>They focus on pronunciation changes which occur at sentence level.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 11. Sequence words correctly in a sentence.</p> <p>They listen for certain nouns and adjectives in a story.</p> <p>They play a game to practise sequencing skills.</p> <p>Children notice a liaison between a word ending with a consonant and another beginning with a vowel.</p> <p>They identify the spoken and written forms of the phonemes [â] in âne, [é] in éléphant.</p> <p>They recall their knowledge of adverbs.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 12. Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Children listen to a song by a native speaker whilst playing a game.</p> <p>They become aware of language used by French-speaking children at bedtime, e.g. bonne nuit and dodo.</p> <p>Children use a simple writing frame to construct different sentences.</p> <p>They identify verbs in a sentence.</p> <p>They become aware of the infinitive and the conjugated forms.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 13. Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>They use a simple phrase normally spoken at bedtime: Bonne nuit.</p> <p>Children play a game to practise sequencing skills.</p> <p>They practise spelling the names of children in the class.</p> <p>They work with a partner to practise creating simple sentences with different verbs.</p> <p>Children begin to differentiate between the infinitive and the conjugated forms of some verbs.</p>	<p><b>Catherine Cheater SOW</b></p> <p>Lesson 14. Listen and respond to simple conversations, rhymes, stories and songs.</p> <p>Children listen for specific words in a story.</p> <p>They play a game to reinforce their understanding of word classes.</p> <p>Children become aware of the role of determiners in qualifying a noun.</p> <p>They become aware of the indefinite and the definite article.</p> <p>They recognise a negative statement.</p>
<p><b>Art and Design</b></p> <p>-Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p><b>Sculpture- Barbara Hepworth.</b></p> <p>Lesson 1: What is a sculpture? We will start with the question: What is a sculpture?</p> <p>We will identify sculptures in our local area as well as famous sculptures from around the world.</p> <p>Children will design their own sculpture for the school.</p>	<p><b>Sculpture- Barbara Hepworth.</b></p> <p>Lesson 2: Mood boards Explore the different works of the artist by doing a gallery trail and identifying what we like and dislike about her sculptures.</p> <p>We will be learning more about the artist by creating a mood board of her work. We will be labelling the materials she uses,</p>	<p><b>Sculpture- Barbara Hepworth</b></p> <p>Lesson 3: Designing our own sculptures in the style of Barbra Hepworth.</p> <p>Children will use their knowledge from their prior lesson to create designs for sculptures in the style of Barbra Hepworth.</p> <p>They will consider what their sculptures will be made from, what colours they will be and</p>	<p><b>Sculpture- Barbara Hepworth</b></p> <p>Lesson 4: Creating our own sculptures.</p> <p>Children use the designs they have made last lesson to create their own sculptures.</p> <p>Children will use smoothing techniques such as rubbing and polishing to give their sculptures Barbra Hepworth's signature smooth finish.</p>	<p><b>Sculpture- Greek pottery.</b></p> <p>Lesson 1: Children will look at a range of Greek pots.</p> <p>What do the images on the side of the pots tell us about Ancient Greek society?</p> <p>Children will create their own Greek pot illustrated to show their own lives.</p>	<p><b>Sculpture- Greek pottery</b></p> <p>Lesson 2: Children will design their own Greek pot.</p> <p>Children will use their knowledge of the Ancient Greeks from this term to design a Greek pot, depicting a part of Greek life. This could be the Olympics, Greek myths, Trojan war, emperors or myths and legends.</p>	<p><b>Sculpture- Greek pottery</b></p> <p>Children will make their own Greek pot.</p> <p>Children will follow their design ideas to create their own Greek pot and paint it later in the week.</p> <p><u>Assessment indicator:</u> <u>Children will evaluate what went well, what they would change and analyse the similarities and differences</u></p>



	We will end on the question: What is the purpose of a sculpture?	colour pallets, textures and what the sculptures are used for.	what their sculpture's purpose will be. Children will end by selecting one of their designs to be made next lesson.	<u>Assessment indicator:</u> <u>Children will evaluate whether their sculpture meets their plan and analyse the similarities and differences between their sculpture and those of our artist.</u>			<u>between their pot and a Greek pot.</u>
<b>Design and Technology</b> -Design -Make -Evaluate -Food Technology	<b>Mechanical Systems - Levers and Linkages</b>  Understanding how a range of mechanisms create movement. Children to consider the different ways we can make things move when attached to a fix surface. Examine a mixture of hinges, swings, fulcrum points, levers and linkages.  Children to consider how the mechanical systems are similar and describe the different ranges of motion each provide, in order to serve its intended purpose.	<b>Mechanical Systems - Levers and Linkages.</b>  Develop an understanding of different mechanisms and how to make them. Children to explore a range of different levers and hinges and consider how they work, what their intended purpose is and what makes the product successful for its role.  Children to label examples using subject specific vocabulary.	<b>Mechanical Systems - Levers and Linkages</b>  Design a product criteria, meeting the needs of the user. Children to investigate a range of paper puppets with levers and linkages. Children to make and answer a range of questions to help them understand how they work, what their intended purpose is and who the target market is.	<b>Mechanical Systems - Levers and Linkages</b>  Plan a creation of your final idea. Children to design a puppet of a Greek mythical animal, e.g. mermaid, harpy, Pegasus or cyclops.  Children to consider what materials they will need, who their target market is and how they will ensure their puppet moves.  <u>Assessment indicator:</u> <u>Children to use subject specific vocabulary accurately when designing and labelling their mechanical system.</u>	<b>Mechanical Systems - Levers and Linkages</b>  Use a range of techniques including making hinges, levers, pivots and rotators to begin our final product. Children to use a range of techniques to create a 2D moving puppet based on their plan and design brief.	<b>Mechanical Systems - Levers and Linkages</b>  Use a range of techniques including making hinges, levers, pivots and rotators to complete our final product and test this against the design criteria. Children finish off their project. Children to use a range of techniques to create a 2D moving puppet based on their plan and design brief.	<b>Mechanical Systems - Levers and Linkages.</b>  Evaluate final product and consider the views of others. Children assess their finished product against their design criteria and original plan.  Children to answer questions about whether it has met the brief, what they would improve and whether their levers and linkages are working correctly.  Children to give feedback to others in a helpful way.  <u>Assessment indicator:</u> <u>Children assess if their product meets their design brief.</u>
<b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Recognise individual key instruments in a piece of music.  To begin to recognise musical notation.	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Recognise individual key instruments in a piece of music.  To begin to recognise musical notation.  Recognise rhythms in a piece of music.	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Use musical vocabulary to express opinions and describe a piece of music and compositions.	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Sing a tune with expression following the directions of a conductor. (Home is where the heart is)	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments.	<b>Charanga Music SOW</b> How Does Music Improve Our World?  Play as part of an ensemble recognising rhythm and some notation.  Practise playing as part of an ensemble.

	Recognise rhythms in a piece of music. Begin to recognise how notes are recorded as crotchets and minims.	Begin to recognise how notes are recorded as crotchets and minims.	Develop knowledge of musical notation - rests.	Understand the importance of pronouncing the words in a song clearly.  Musical notation C D E combined with length of beat using crotchet, minim, quaver and rests.	Practise as an ensemble.  <u>Assessment indicator: I can improvise using these notes on instruments.</u> <u>CDEGA and create a pattern for playing.</u>	Practise to play as part of an ensemble	<u>Assessment indicator: I can look back at the recording of my class performing and point out areas for praise and improvement.</u>
<b>Enhancements Visits and Visitors</b>				Bible Encounters Assembly 27.01.23		Mental Health Workshop	
<b>Parental Engagement</b>							Drop Everything and Read Greek Myths - 13.02.23. 2.30pm
<b>Whole School and National Events</b>		Staff Team Member for the day 12.01.23	Ukraine Charity Event- Wear something yellow 20.01.23	Chinese New Year 22.01.23		Safer Internet day 07.02.2023 Mental Health Week Let's Connect	Valentine's day 14.02.23

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.