

Physical Education: Y4/5 Swimming/striking and fielding/athletics Y6 Rugby/striking and fielding/athletics

Learning objectives (inc key knowledge):

Swimming: swim confidently, competently and proficiently over 25m, use a range of strokes effectively and perform safe self-rescue
Striking and fielding: play competitive striking and fielding games, perform actions such as catching and throwing, strike a moving ball
Athletics: develop strength, ability, balance and control through athletics
Rugby: apply basic principles of attacking and defending

Activities (inc assessment)

Swimming: float in the pool unaided, swim using flotation devices (where appropriate), enter and exit the pool safely, stroke development, stamina
Striking and fielding: catching and throwing drills, ball striking drills
Rugby: passing drills, running with the ball, evading a tackler drills

Assessment: observations throughou, end of term outcomes - swimming distances

PSHE: Relationships, Changing Me

Learning objectives (inc key knowledge): Y4 . Recognise jealousy • explain why one person loves another • retell a story about someone you no longer see • recognise how friendships change • understand what a boyfriend and girlfriend is • know how to appreciate people who are special to me • know that some characteristics are inherited from parents • label internal and external parts of male and female bodies • explain the responsibilities of parenthood • describe how a girls body changes • identify which changes are outside of our control • explain what you are looking forward to in your new class. Y5 Self image- online communities- online gaming- screentime- online safety- self image and body image • puberty for girls- puberty for boy- conception- Y6 Know how to make friends, Try to solve friendship problems when they occur, Help others to feel part of a group, Show respect in how they treat others, Know how to help themselves and others when they feel upset or hurt, Know and show what makes a good relationship, Understand that everyone is unique and special, Can express how they feel when change happens, Understand and respect the changes that they see in themselves, Understand and respect the changes that they see in other people, Know who to ask for help if they are worried about change, Are looking forward to change.

Oracy: What makes a healthy relationship? Is being online good? How do I feel about changes to my body?

RE: Year group specific: Y4 L2.8 What does it mean to be a Hindu? Y5 U2.6 What does it mean to be a Muslim in Britain today? Y6 U2.7 What matters most to Christians and Humanists?

Learning objectives (inc key knowledge): Y4 • Describe Hindu beliefs about God • Find similarities and differences between the life of a Hindu child and a child from another religion • Describe two of the four aims of Hindu life • Explain the duties and responsibilities of being a Hindu • Give reasons why Gandhi behaved as he did • Describe how vibrant British Hindu life is Y5 . Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Y6 • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe what it means to be a Humanist (A2)• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).• Describe some Christian and Humanist values simply (B3).• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).

Activities (inc assessment) Y4 • how Hindus show their faith (www.bbc.co.uk/programmes/p02n5xi7) • what is important to Hinuds - journey, duties, Dharma, Karma • Learn about Mahatma Gandhi. • Hindu life in Britain - look at places where there are large Hindu communities

Y5 • 5 pillars of Islam, Stories from Islam, prayer, charity, fasting, pilgrimage, Qu'ran, the Mosque

Y6 • rules and ,moral codes - are they important? • similarities and differences between Christian and Non-religious moral codes. • Drama and discussion to explore right and wrong • Exploring values - values game • What is better - peace or money? • Creating a moral code for life **Oracy: Opportunities for discussion and debate:** Why do Hindus live they way they do? How does Ghandi's life impact Hindu's today? Why are prayer, fasting and pilgrimage important to Muslims? Do we need a moral code/rules?

Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question

Design & Technology: Food Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

Learning objectives (inc key knowledge): Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.

Activities (inc assessment) Design, make and evaluate a Greek buffet for parent to experience Greek food

- Mellors taster session - Greek food
- Recipes - investigate traditional Greek food, investigate where things are grown and the time of year they grow
- Skills - safe chopping, grating, use of different knives
- Plan a Greek buffet for parents - create shopping lists and recipes
- Preapre the buffet
- Evaluate

Assessment: food hygiene, seasonality, food origins, quick quizzes, typical Greek food quick quiz, making of the buffet, evaluating, booklet

Art & Design: Key Concepts - ancient Greek art, form (coil pots)

Learning objectives (inc key knowledge) • Know about great artists, architects and designers in history Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Sculpt clay to create a pot, investigate ancient Greek pots - form and design

Activities (inc assessment) .

- Greek pottery and decoration
- Reproduce Greek designs
- Learn coil pot technique
- Investigate shapes and purpose of pots
- Design own Greek pot - form, use coil pot technique, decorate
- Look at other Greek art

Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why? **Assesemet: recap quizzes on Greek Art, clay skills, final piece**

Geography: Key Concepts: place, space (features)

Learning objectives (inc key knowledge) G1G - Latitude & Longitude G2B - Europe Characteristics G2F - Wider UK Comparisons Can you explain the significance of latitude and longitude? What are the key physical and human features of Europe - particularly those surrounding Greece and also including Russia? How do the physical and human characteristics of Greece, UK and an American country compare? Can you successfully locate significant places in the wider world using grid references?

Activities (inc assessment) .

- Plane journey to Greece
- Location - globe, map, grid references, time zones
- climate
- human and physical features - population, size, languages, land use, features of land,
- comparison to UK, Canada

Oracy: Opportunities for discussion and debate: Where would you prefer to live? What are the pros and cons of living in Greece? Why is Greece a holiday destination?

Assessment: mini recall quizzes and activities at stats of lessons, book art

Phase 3 Summer Term (Year A) Greece



Computing: IT: Blogging/coding

Learning objectives (inc key knowledge): • To identify the purpose of writing a blog. • To identify the features of successful blog writing. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute and comment on blogs. **To consider online safety in publishing and commenting on a blogto use code studio, and other coding programs to crete games and pictures**

Activities (inc assessment)

- What is a Blog? What makes a good Blog?
- Use 2Connect to plan a blog (paired) - concept map
- Write a blog using planning from last lesson
- Reviewing, approving and commenting on a Blog
- Drawing shapes, spirographs

Oracy: Opportunities for discussion and debate: Do you like this Blog? Why? Why not?

Assessment: mini recall quizzes, final Blog, use of technology

Music

Learning objectives (inc key knowledge) . • to be able to sing a wider repertoire of songs • read a 3-line staff showing notes do, re, mi, so and la. • identify and learn the difference between high and low. • know what a mixed semiquaver and quaver rhythms are • violin play tunes with open strings and 1st and 2nd fingers. •Ukulele play 2-finger chords, learn how to play tremolo, learn fingerpicking patterns. • learn how to use body percussion to accompany music, learn how to create rhythmic routines

Activities (inc assessment) Y4 •Songs with notes do, re, me • introducing and using the 3-line staff • introduce and practice notes on open string and 1st and 2nd fingers down on violin • learn and practice new songs • composer study

Y5 • identify high and low sounds • notice differences in sounds • 2-finger chords on ukulele • learn and practice new songs • composer study
Y6 • quavers and semiquavers • rhythms of quavers and semiquavers • learn how to use body percussion • accompany songs using body percussion • use drumsticks and percussion instruments • create rhythmic routines using drumsticks and percussion instruments

History: Key Concepts - rule of law, belief, conflict

Learning objectives (inc key knowledge): Achievements of the earliest civilizations (Ancient Greece – alphabet, art, mathematics, democracy, olympics, medicine) Know about and can talk about the struggle between the Athenians and the Spartans. Know about some of the things the Greeks gave the world. Know that the Greeks were responsible for the birth of the Olympic Games. Know that the Greek Gods were an important part of Greek culture. Know how to locate Greece on a map.

Activities (inc assessment) .

- Plane journey to Greece - ancient Greece
- Chronology - timeline
- Significant events
- gods - top trumps
- Olympics - re-stage the first Olympics
- democracy - how it started
- Key/important discoveries
- Myths (linked to English)
- Vases (linked to art)
- Greek food (link to DT)

Oracy: Opportunities for discussion and debate: Why were Greek discoveries important? How has Ancient Greece impacted hte world today?

Assessment: mini recall quizzes and activities at stats of lessons, book art

French (MFL): Y4 Animal Magic, At the Market Y5 Tell me a story, Our sporting lives Y6 On the way to school, In my wardrobe

Learning objectives (inc key knowledge) to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in french

Activities (inc assessment) songs, games, stories, booklet, conversation, echo and response

ScienceY4 Living things and animals including humans Y5 Y5 Living things & animals including humans & Sex ed Y6 Evolution

Y4 Living Things and habitats • Group living things • Group living things • Create classification keys to group • Create classification keys • Know how changes to an environment could endanger living things • Investigate tooth decay • Identify different types of teeth • Describe the functions of the digestive system • Construct food chains • Compare the teeth of different animals Y5 Describe the changes as humans develop to old age (changes in life, babies, puberty, periods,) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals
Y6 • Biology: Living things (inc. humans & sex education) Classify living things into broad groups according to observable characteristics and based on similarities and differences. Know how living things have been classified. Give reasons for classifying plants and animals in a specific way. Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals.

Activities (inc assessment) Y4 • Group living things using a venn diagram • Classify invertebrates • Bug hunt • Use a classification key to identify invertebrates • Survey a local habitat • Notice environmental changes Y5 time line of growth, puberty, periods.gestation in humans and other animals, life cycles of plants and animals, naturalists and animal behaviourists (David Attenborough, Jane Goodall, sexual and asexual reproduction,, Y6 puberty, changes in boys, changes in girls, periods, reproduction, pregnancy

Assessment: mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal

Key vocabulary Greece, Europe, , climate, time zone, longitude, latitude, population, Ancient, civilisation, democracy, olympics, myth, mythical creature, gods, wonders, architecture

Big Concepts
Time -Key events, Ancient Greece in history
Impact: democracy, maths, olympics
Rule of Law: democracy
Place: position of countries, climate, features, population

Reading across the Curriculum
The Shadow of the Minotaur
Greek Myths
Mythical creatures

Writing across the Curriculum
Big writes – non-chronological report, myth
Book Art book (history/geography)

Enrichment Opportunities
London (Y4)
Mellors food - tasting day
Plane journe

Oracy and Debating
Skills: focussed comments, proper language, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, explain answers
Opportunities: Geography - why do people go to Greece on holiday, English - mythical creatures - real or imagined?

