

**Physical Education: ALL:** Striking and fielding, Athletics, **Y4:** Swimming, **Y5/Y6:**Rugby and tennis  
**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, use positioning accurately **Tennis:** forehand, backhand, serving, volleying  
**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  
**Athletics:** races  
**Rugby:** passing drills, running with the ball, evading a tackler drills  
**Tennis:** volleying, matches, round Robins  
**Oracy: Reflection and evaluation of team work and collaboration**  
**Assessment: observations throughout, Sports Day and games**

**PSHE: R (Relationships) CM (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 girl's 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 • solving friendship problems • helping others to feel part of a group • 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  
**Activities (inc assessment)** Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness  
**Oracy: What makes a healthy relationship? Is being online good? How do I feel about changes to my body?**  
**Assessment: Ongoing observation, discussions, and activity linked to big question**

**RE: Y4** What does it mean to be a Hindu? **Y5** What does it mean to be a Muslim in Britain today? **Y6** 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. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims. **Y6** • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe what it means to be a Humanist. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.  
**Activities (inc assessment)** **Y4** • how Hindus show their faith • what is important to Hindus - 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 the way they do? How does Gandhi'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**

**Phase 3 Summer Term (Year A) Greece**



**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. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonally, and know where and how a variety of ingredients are grown, reared, caught and processed. Select from and use a wider range of components, including ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  
**Activities (inc assessment)** Design, make and evaluate a Greek picnic for children to experience 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 picnic for peers - create shopping lists and recipes • Prepare the picnic • Evaluate  
**Oracy: Discussing recipes and designs: Is this a good recipe? Why? Why not?**  
**Assessment: food hygiene, seasonality, food origins, quick quizzes, typical Greek food quick quiz, making of the picnic, evaluating**

**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 • City states - role on the wall, comparisons •storyboard of the Peloponnesian war • Maths puzzles • Olympics - restage the first Olympics • alphabet puzzles • compare sources of pottery to draw conclusions • Vases linked to Art • Greek food linked to DT • Myths linked to English • Gods - top trumps  
**Oracy: Opportunities for discussion and debate:** Why were Greek discoveries important? How has Ancient Greece impacted the world today?  
**Assessment: mini recall quizzes and activities at stats of lessons, book art**  
**Music**  
**Learning objectives (inc key knowledge)** **Y4** Violin: • D major scale, 1st/2nd/3rd fingers, classical music, Beethoven and Florence Price **Y5** Ukulele: • F, C7 and G7 chords and the 12-bar blues. Romantic music, Mussorgsky, identify high and low sounds, notice differences in sounds, 2-finger chords on ukulele, **Y6** **Percussion:** • Samba routine, folk music, Wellerman, 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.  
**Activities (inc assessment)** • Songs with notes do, re, me • learn and practice new songs • composer study  
**Oracy: Reflection and evaluation of own and other's compositions**  
**Assessment: Recap at the start of lessons, performance, books**

**Geography: Key Concepts: place, space (features)**  
**Learning objectives (inc key knowledge)**  
 Know the name of countries around the world and which continent they are in. Know and locate mountainous regions in the UK, one place in Europe and one elsewhere. Know the countries that make up the European Union. Identify human and physical characteristics of regions, counties & cities. Know how time zones work and calculate time differences around the world. Latitude & Longitude. How do the physical and human characteristics of Greece, the 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. 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**

**French (MFL): Y4** The weather, compass points, French cities, Summer time. **Y5** Musician, clothing and accessories, sentences using a negative, the seasons, **Y6** Naming and describing the planets, consolidation revision  
**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  
**Oracy: Opportunities for discussion and conversations**  
**Assessment: Mini recall quizzes and activities at starts of lessons**

**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?  
**Assessment: recap quizzes on Greek Art, clay skills, final piece**

**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 blog to use code studio, and other coding programs to create 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  
**Oracy: Opportunities for discussion and debate: Do you like this Blog? Why? Why not?**  
**Assessment: mini recall quizzes, final Blog, use of technology**

**Science Y4** Living things and animals including humans, **Y5** Living things & animals including humans & Sex education **Y6** Evolution & Sex education  
**Y4 Living Things and habitats** • Group living things • Use 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** • 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  
**Oracy: Opportunities for discussion and debate: Which teeth are the most important and why? Which part of the life cycle is most significant and why? What is the most important way to look after your body and why? Drawing conclusions from experiments and observations**  
**Assessment: Mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal**

<p><u>Key vocabulary</u> Greece, Europe, , climate, time zone, longitude, latitude, population, Ancient, civilisation, democracy, olympics, myth, mythical creature, gods, wonders, architecture</p>	<p>Big Concepts  <b>Time</b> -Key events, Ancient Greece in history  <b>Impact:</b> democracy, maths, olympics  <b>Rule of Law:</b> democracy  <b>Place:</b> position of countries, climate, features, population</p>	<p>Reading across the Curriculum  The Shadow of the Minotaur  Greek Myths  Mythical creatures</p>	<p>Writing across the Curriculum  Big writes – non-chronological report, myth  Book Art book (history/geography)</p>	<p>Enrichment Opportunities  London (Y4)  Greek VR experience  Summer show  Plane journey</p>	<p>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: History - e.g. Which city state is better? Why?</p>
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