

**History – Paul Hogg  
Outdoor Services**

**Ancient Greece**

A study of Greek life and achievements and their influence on the Western world.

Art – Greek Masks

To improve their mastery of art and design techniques, including sculpture.

Computing – Scratch

Design write and debug programs that accomplish specific goals (animation using Scratch)

Design Technology

Textiles – Christian Symbols

Select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities.

Use computer aided design

Geography

Understand geographical similarities and differences through the study of human and physical geography or a region in a European country.

Locate the world's countries using maps to focus on Europe (including the location of Russia).

**Respectful relationships:**

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

**Internet safety:**

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- Where and how to report concerns and get support with issues online

**Online relationships:**

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online



**Term 4:  
What can we learn from the Ancient Greeks?**

Science  
Earth and Space

Identifying scientific evidence that has been used to support or refute ideas or arguments.

- Pupils should be taught to:
- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
    - describe the movement of the Moon relative to the Earth
    - describe the Sun, Earth and Moon as approximately spherical bodies
    - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

French- Planets PowerPoint

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Reading and writing:

- To identify different text types and read short, authentic texts for enjoyment or entertainment
  - To match sound to sentences and paragraphs
- Intercultural understanding:
- To present information about an aspect of culture.

Music

The Planet Suite

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Play and perform with musical instruments.



**TERM 4:  
Non-Theme**

PE

1. Swimming intervention
2. Yoga
3. Tag Rugby / Football
4. Athletics
5. Golf

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, football and tag rugby], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and yoga]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

RE


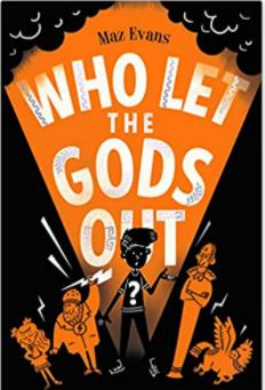
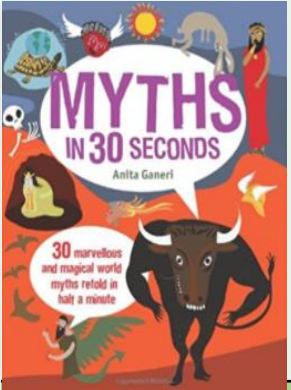
What do the Gospels tell us about the birth of Jesus?

Demonstrating understanding of the significance of the Christmas story, Christian symbols and practices today.

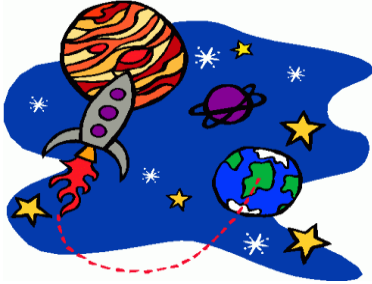

What do Muslims believe and how are their beliefs expressed?

Demonstrating an understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.

# Year 5/6 Term 4 : Ancient Greeks

Vocabulary	Knowledge		Exciting Books
<b>Democracy</b>	I know that there are four periods in the Ancient Greek Era.		 
<b>Philosophy</b>	I know that the Classic Age had a huge impact on the Western World due to the development of democracy, maths and philosophy. (+Key Figures)		
<b>Archaic Period</b>	I know that Ancient Greece had city states.	<b>Objectives – History, Art and Design Technology</b>	<b>Assessment</b>
<b>Hellenistic Period</b>	I know that the Greeks had Gods and Goddesses and they represented important aspects of Greek life.		
<b>Classical Period</b>	I know that sources are primary and secondary and are reliable or non-reliable.	<p><b>Ancient Greece</b> A study of Greek life and achievements and their influence on the Western world.</p> <p><b>Art – Greek Masks</b> To improve their mastery of art and design techniques, including sculpture.</p> <p><b>Design Technology</b> Textiles – Christian Symbols Select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities. Use computer aided design</p>	<p>I can give examples of the achievements of Ancient Greece and their influence on the western world.</p> <p>I am improving my mastery of art and design techniques to produce a sculpture from clay</p> <p>I can select textiles according to their functional properties and aesthetic qualities: Planning Stage</p>
<b>City States</b>	I know and can name the work of Anthony Gormley. (Compare and contrast with Ancient Greece.)		
<b>Angular</b>	I know how to use clay and modelling techniques (layering) to sculpt a Greek mask.		
<b>Malleable</b>	I know how to evaluate how effective my work is and what to do to improve it.		
<b>Casting</b>	I know how to record my research in a sketch book.		
<b>Mould</b>	I know how to produce a plan with appropriate elements- using computer design		
<b>figurative</b>	I know how to Annotate a diagram to show my intention.		
<b>Prototype</b>	I know how to explore and detail a cross-section of my design.		
<b>Pictorial representations</b>	I know how to turn my plan into a final 3D design.		
<b>Innovative</b>			
<b>Design specification</b>			


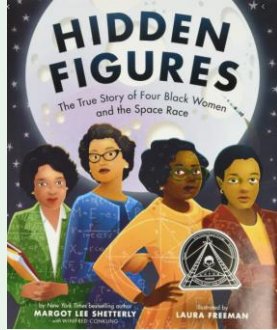
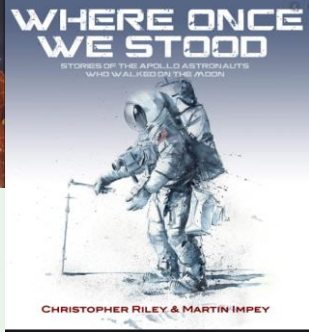
# Year 5/6 Term 4 : Ancient Greeks

Vocabulary		Knowledge		Exciting Books	
<b>Debugging</b>		I know how to control a Sprite's movement.			
<b>Sprite</b>	<b>Motion</b>	I know how to apply Graphic effects			
<b>Coordinates</b>					
<b>control</b>	<b>graphic</b>				
<b>variables</b>		I know how to control events using the flag, Sprites, the keyboard.	<b>Objectives – Computing and Science</b>	<b>Assessment</b>	
<b>Geocentric</b>	I know how to detect and rectify errors in a programme by debugging.				<p>Computing – Scratch Design write and debug programs that accomplish specific goals (animation using Scratch)</p> <p>Science Earth and Space Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>▪ describe the movement of the Moon relative to the Earth</li> <li>▪ describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
<b>Heliocentric</b>					
<b>Spherical bodies</b>	I know why the Sun, Earth and Moon are spherical.				
<b>Rotation</b>					
<b>Orbit</b>	I know the features of the planets in our solar system.				
<b>Waxing / waning</b>					
<b>Axis</b>	I know the order of the planets in our solar system and how they move.				
<b>eclipse</b>	I know the effects of the sun moving across the sky to create night and day.				

I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

I can describe the movement of the Moon relative to the Earth.  
I can describe the movement of the Moon relative to the Earth.

# Year 5/6 Term 4 : Ancient Greeks

Vocabulary	Knowledge		Exciting Books	
La terre	I know how to name the planets in French and how they are linked to the days of the week.		<h2>Objectives – French and Music</h2>	 
Pres de soleil (du)	I know how to use adjectives and change a word depending if it is masculine or feminine.			
Loin de soleil (du)	I know how to join sentences and add more detail when describing in French.	<p>French- Planets PowerPoint</p> <ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p>Reading and writing:</p> <ul style="list-style-type: none"> <li>• To identify different text types and read short, authentic texts for enjoyment or entertainment</li> <li>• To match sound to sentences and paragraphs</li> </ul> <p>Intercultural understanding:</p> <ul style="list-style-type: none"> <li>• To present information about an aspect of culture.</li> </ul>	<h2>Assessment</h2>	
Assez tres	I know how to decode French words in a short text.			<p><b>Music</b></p> <p>The Planet Suite</p> <ul style="list-style-type: none"> <li>• Improve and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Play and perform with musical instruments.</li> </ul>
Elle it / il et				
Parce que				
allegro				
dynamics				
Tempo	I know how to improvise and compose music for a range of purposes using the interrelated dimensions of music.			
Accelerando				
Crescenda	I know how to play and perform musical instruments.			
diminvento				

# Year 5/6 Term 4 : Ancient Greeks

Vocabulary	Knowledge and Skills
Obligations	I know how to map a life journey.
Shahadah	
Sawn	I know the meaning of the Five Pillars of Islam.
Zakat	
Hajj	I know how the practices of Islam have meaning to individual and communal life.
salat	
	I know how Muslim beliefs are expressed.
Continents	I know the human and physical Geography of Greece in comparison to other European Countries
Oceans	
Europe	I understand the wider world in the time of Ancient Greece.
Mediterranean	
Climate	I know how to locate Greece on a map and label surrounding countries and seas/oceans.
Human geography	
Physical geography	



## Objectives – Geography and Religious Education

RE  
 What do the Gospels tell us about the birth of Jesus?  
 Demonstrating understanding of the significance of the Christmas story, Christian symbols and practices today.  
 What do Muslims believe and how are their beliefs expressed?  
 Demonstrating an understanding of beliefs and practices within Islam and how these beliefs make a difference to individual and communal life.

Geography  
 Understand geographical similarities and differences through the study of human and physical geography or a region in a European country.  
 Locate the world's countries using maps to focus on Europe (including the location of Russia).

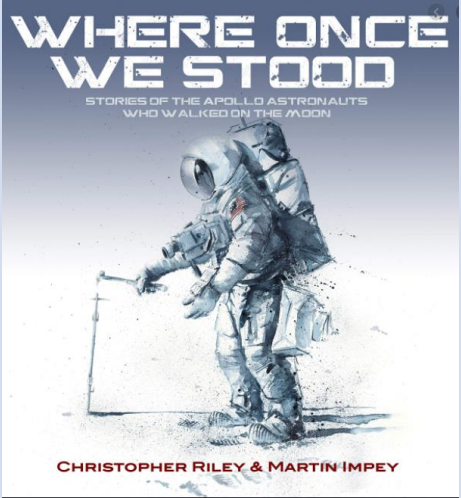
## Exciting Books



## Assessment

Assess using knowledge and skills outlined in this document.

# Year 5/6 Term 4 : Ancient Greeks

Vocabulary	Knowledge and Skills		Exciting Books
	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>		
<b>Authority</b>	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>		
<b>Stereotype</b>	<p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p>		
<b>Destructive</b>	<p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>	<p>Objectives: Health and Well-Being</p>	<p>Assessment</p>
<b>Permission</b>			
<b>Cyber (bullying)</b>	<p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Internet Safety</li> <li>• Online Relationships</li> </ul>	<p>Assess using knowledge and skills outlined in this document</p>
<b>Harassment</b>	<p>Know where and how to report concerns and get support with issues online</p>		
<b>trolling</b>	<p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>		
<b>impact</b>	<p>Know how information and data is shared and used online</p>		