

ANCIENT GREECE

HISTORY

Pupils should be taught to:

- To explain where and when the ancient Greeks lived.
- To identify ancient Greek beliefs by exploring their gods and goddesses.
- To use a range of secondary sources to identify similarities and differences between Athens and Sparta.
- To recognise how Athenian democracy worked by participating in a debate.
- To use research to explore the significance of the ancient Greek philosophers.
- To evaluate the legacy of the ancient Greek civilisation.



SCIENCE

Living things and their habitats

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Earth and space

Pupils should be taught to:

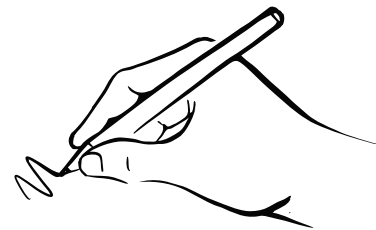
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

ART & DESIGN



Pupils should be taught to:

- to improve their mastery of art and design techniques, including collage, with a range of materials
- to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil]
- to improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, pastels]
- to improve their mastery of art and design techniques, including sculpture, with a range of materials [for example clay]

RE

Pupils should be taught to:

- To recognise the importance of religious freedom by interpreting news reports.
- To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.
- To explain why Bandi Chhor Divas is celebrated by many Sikhs.
- To explore why people stand up for their beliefs using a variety of modern-day scenarios.
- To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.
- To explain how and why people stand up for what they believe in.



PSHE

Pupils should be taught to:

- To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others.
- To develop strategies for building collaborative relationships within the class and the school.
- To recognise the emotions people might feel in a new situation and how to support them.
- To know how to help new people feel welcome, in a range of situations in and out of school.
- develop strategies for coping with emotions and developing resilience in new situations
- To identify a range of sources of support and know how to seek help.

MUSIC

Pupils should be taught to:

- To develop and understanding of the history of music
- To sing with increasing control of breathing, posture and sound projection

- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To use and understand staff and other musical notations
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To learn how Greek myths inspired composers through times
- To learn about leitmotif
- To create a simple leitmotif as part of a group to describe some aspect of one of the Greek gods
- To understand that a leitmotif can be rhythmic, melodic or a combination of both and it often memorable or “catchy” when used to represent a certain character
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To learn about leitmotif
- To create a simple leitmotif to describe some aspects of myth “Orpheus and Eurydice”
- To perform their leitmotif for the class
- To reflect on which parts of musical language helped to create the assigned leitmotif. What worked and what could be done better?
- To be able to create and use music to tell the story.
- To analyse musical language while listening to famous pieces of classical music
- To be able to create and use music to tell the story.
- To perform confidently and artistically.
- To perform as an ensemble

PE

Pupils should be taught to:

- To perform a stag jump and split leap
- To perform pike rolls
- To perform a squat through vault.
- To perform a round-off
- To independently plan a sequence of gymnastics movements that are creatively linked together.
- To perform a gymnastics sequence in a pair or group in time to music.



COMPUTING

Pupils should be taught to:

- To explain that computers can be connected together to form systems
- To recognise the role of computer systems in our lives
- To experiment with search engines
- To describe how search engines select results
- To explain how search results are ranked
- To recognise why the order of results is important, and to whom

FRENCH

Pupils should be taught to:

- To investigate text for visual clues and find information
- To identify and sort nouns by their gender, number and meaning
- To make a short presentation in French
- To use adjectives correctly
- To create my own descriptive paragraph

