



ANCIENT GREECE



This topic builds on from the children's prior learning about other ancient civilisations, inventors and inventions, invasions and their understanding of Europe. In this topic, the children are introduced to the key concepts of democracy and government and learn how this idea has been adopted by most of the world today. The children will extend their understanding of empire, war and invasion too. They also explore the Greek myth texts and learn about the Greek gods. Art work involves the children in creating work inspired by a Greek myth. Science learning will be focused on light.

An exploration into the nature and understanding of this ancient civilisation

SUBJECT AREAS

COMPUTING

- Developing searching skills to help find relevant information on the internet
- Understanding how apps can access our personal information and how to alter the permissions.
- Learn about different forms of communication that have developed with the use of technology.
- Learning about how permissions work and how to change them
- Identifying possible issues with online communication
- Considering the effects of screen-time on physical and mental wellbeing
- Learning about online bullying and where to seek advice
- Understanding the importance of secure passwords and how to create them, along with two-step authentication
- Using search engines safely and effectively
- Recognising that updated software can help to prevent data corruption and hacking
- Considering their digital footprint and online reputation and future implications they may have

MFL

- I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription.
- I read familiar words and short sentences aloud with clear and comprehensible pronunciation.
- I can read aloud single unknown words more readily.
- I can use the words I know in a sentence to work out likely meanings of single unknown words.
- I use a dictionary
- I can use around 300/400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
- I distinguish and understand (in listening and writing): singular and plural articles (indefinite and definite),
- I distinguish and understand (in listening and writing): singular and plural forms of ÊTRE, AVOIR, (il y a),
- To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR

SCIENCE

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

RELIGIOUS EDUCATION

- To make connections between different beliefs and practices of all religions (Islam, different Christian denominations, Hinduism and Buddhism).
- To make links and compare stories from different religions including differences and similarities (Islam, Hinduism, Buddhism)
- To investigate the significance of religion in the local, national and global communities
- To reflect on what it means to belong to a faith community, communicating their own and others' responses
- To understand different views of what happens when we die

ART & DESIGN

- To use stories, music, poems as a stimuli for images
- To plan and develop ideas of form
- To shape, form, model and join using well-chosen materials
- To include visual and tactile elements to their work
- To create from observation or imagination
- To understand the properties of media
- To create pattern for purposes
- To discuss and evaluate own work and that of others

MUSIC

- Sing songs with increasing control of breathing, posture and sound projection
- Sing songs using notation of their own
- Begin to have an awareness of improvisation with the voice
- Listen to longer pieces of music and identify features
- Comment on how sounds are used to create different moods and textures
- Develop an understanding of the history of music

PHYSICAL EDUCATION

- To explain some important safety principles when preparing for exercise.
- To explain why exercise is important.
- To choose appropriate warm ups and cool downs.
- To apply my skills, techniques and ideas consistently across a range of sport
- To show precision control and fluency
- To analyse and explain why I have used specific skills or techniques
- To create my own success criteria for evaluating
- To compare their performances with previous ones to achieve their personal best
- To learn about dance through time
- To create dances using a range of movement patterns, including those from different times, place and cultures
- To develop flexibility, strength, technique, control and balance
- To develop imaginative dances in a specific style
- Identify and repeat the movement patterns and actions of a chosen dance style
- Compose individual, partner and group dances that reflect the chosen dance style
- To use dramatic expression in dance movements and motifs
- Combine flexibility, techniques and movements to create a fluent sequence
- To show a change of pace and timing in their movements
- To dance with fluency, rhythm and control, linking all movements and ensuring that transitions flow
- To modify some elements of a sequence as a result of self and peer evaluation.
- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching
- To use compositional ideas including contrasts and variation in shape, speed, level, dynamics, timing and actions
- My movements are accurate, clear and consistent
- I can combine my own work with that of others
- I can link my sequences to specific timings
- Perform jumps, shapes and balances fluently and with control
- To demonstrate precise and controlled placement of body parts in their actions, shapes and balances
- To apply skills and techniques consistently, showing precision and control.
- Adapt sequences to fit new criteria or suggestions

HISTORY

- To order an increasing number of significant historical events on a timeline with accurate dates, periods of history and when famous people lived
- To accurately use dates and terms to describe historical events
- To say where a period of history fits on a timeline
- To make connections and contrasts between different time periods studied and talk about trends over time
- To use a wide range of sources of evidence to deduce information about the past
- To understand that no single source of evidence gives the full answer to questions about the past
- To understand the differences between primary and secondary sources
- To make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same
- To devise historical questions about change, cause, similarities and differences, and significance relating to the period studied
- To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events
- To begin to appreciate that how we make decisions as a country has been through a Parliament for some time
- To appreciate that significant events in history have helped shape the world we have today
- To make connections, compare and contrast some of the times studied
- To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them in different places
- To know and show understanding of the vocabulary of abstract terms such as democracy, civilisation, social, political, economic, empire, parliament and government
- To present, communicate and organise information and ideas about the past using discussion, debates, myths, instructions, accounts, diaries, letters, information guides, news reports and posters