Greeks and Olympics Sum 2 KS2

Subject: Science

Animals including humans

Y4 PoS

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Y6 PoS

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Prior learning:

KS1

Animals including humans

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Next steps learning:

KS3

Nutrition and digestion

- the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- the importance of bacteria in the human digestive system
- plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

Small steps (knowledge):

1. Why do we have different teeth? Do animals have the same?
2. How do we look after teeth? What happens if we don't?
3. What is the digestive system? What is its purpose?
4. Which organs are in the digestive system? How do they work?
5. How do we know how to be healthy? Who found out?
6. What can damage our health? How does it affect the body?
7. How can we keep our bodies healthy?

Working scientifically NC objectives (Skills)

Year 3/4

a) asking relevant questions and using different types of scientific enquiries to answer them
b) setting up simple practical enquiries, comparative and fair tests; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
c) asking relevant questions and using different types of scientific enquiries to answer them
d) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
e) using straightforward scientific evidence to answer questions or to support their findings.
f) asking relevant questions and using different types of scientific enquiries to answer them
g) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Year 5/6

a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
b) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
c) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
d) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
e) identifying scientific evidence that has been used to support or refute ideas or arguments
f) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
g) using test results to make predictions to set up further comparative and fair tests

Reading/ Cross curricular links:

PSHE: Health and wellbeing

PE: Exercise impact on body

Key vocabulary:

Teeth, molar, premolar, incisor, canine, wisdom teeth,grind, tear, rip, chew, diet, function, animal, dental, digestive system, tooth decay, enamel, gum, dentine, pulp, root, crown, prevent, sugar, acid, variables, digestive system, mouth, salivary gland, tongue, bolus, oesophagus, enzyme, stomach, liver, pancreas, peristalsis, large intestine, small intestine, anus, rectum, stool, bile, scurvy, exercise, healthy, unhealthy, diet, personal hygiene, illness, sick, medicine, smoking, alcohol, excessive, overweight

Greeks and Olympics Sum 2 KS2

Subject: Geography

Continents and country comparison with France

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Prior learning:

KS1

- name and locate the world's 7 continents and 5 oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Next steps learning:

KS3

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data

Small steps (knowledge)

1. What were the Greek Olympic games like? How did they change?
2. What are the traditions of the Olympics? Why are they important?
3. What are the geographical features of the 2024 host city? Are they human or physical?
4. What landmarks are in Paris? Where are they?
5. How is Paris similar/different to London? Why?

Small steps (skills)

Year 3/4

a) To describe changes within and between periods and societies I have learned about.
b) To give some reasons for and results of historical events, situations and changes.
c) To use maps, atlases and globes to recognise physical and human feature
d) To describe landmarks using digital maps
e) To describe how places are similar or different

Year 5/6

a) To describe and make some links between events, situations and changes within and between different periods and societies.
b) To explain my suggestions when giving reasons for and results of historical events, situations and changes.
c) To use a range of maps and aerial photographs to identify physical and human features
d) To locate and describe landmarks using digital mapping
e) To explain why 2 places are similar/different

Reading/Cross curricular links:

Key vocabulary:

Greeks, BCE/CE, Olympics, ancient, modern, artefacts, compare, tradition, change, continuity, human, physical, map, globe, atlas, similar, different, Paris, London, events, athletes, source, primary, secondary, Olympiad, Roman Numerals, country, continent, city, sea, borough, river, digital mapping, landmark

Assessment opportunities:

Assembly about Greeks and Olympics

Greeks and Olympics Sum 2 KS2

<table>
<tr>
<td><u>Subject: D&T</u>
Stuffed toys (mascots) T6
Design
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate
• 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
• understand how key events and individuals in design and technology have helped shape the world
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</td>
<td><u>Prior learning:</u>
KS1
Design
• design purposeful, functional, appealing products for themselves and other users based on design criteria
• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make
• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate
• explore and evaluate a range of existing products
• evaluate their ideas and products against design criteria
• build structures, exploring how they can be made stronger, stiffer and more stable</td>
<td><u>Next steps learning:</u>
KS3
Design
• use research and exploration, such as the study of different cultures, to identify and understand user needs
• develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations
Make
• select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
• select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
Evaluate
• analyse the work of past and present professionals and others to develop and broaden their understanding
• test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</td>
</tr>
<tr>
<td colspan="2"><u>Small steps (knowledge):</u>
1. To investigate and analyse a range of existing products
2. To learn different sewing techniques
3. To design an Olympic mascot
4. To make an Olympic mascot
5. To evaluate an Olympic mascot</td>
<td><u>Small steps (skills):</u>
<u>3/4</u>
a) To analyse existing products for design features
b) To develop accuracy in sewing technique
c) To explore different initial ideas before coming up with a final design; start to explain their choice of materials and components including function and aesthetics
d) To learn to use a range of tools and equipment safely, appropriately and accurately; use a wider range of materials and components; measure and mark out to the nearest cm; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy;
e) To consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria
<u>5/6</u>
a) To investigate existing products for design features and develop design criteria
b) To use accuracy and recognise different stitch types
c) To design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work</td>
</tr>
</table>

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	d) To earn to use a range of tools and equipment safely and appropriately; independently take exact measurements and mark out; use a full range of materials and components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy; assemble, join and combine materials and components with accuracy; e) To critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed.
Reading/Cross curricular links: History: Olympics Maths: Measuring Science: Materials and their properties	**Key vocabulary:** Mascot, toy, features, sewing, stitch, design criteria, function, safety, fabric, filling, audience, thread, knot, finishing off, running stitch, blanket stitch, pattern, template
Assessment opportunities:	Send photos of mascots to Olympics committee with a persuasive letter Display during Olympics week

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<table>
<tr>
<td>Subject: Computing
Spreadsheets (T6)
• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td>
<td>Prior learning:
KS1
• use technology purposefully to create, organise, store, manipulate and retrieve digital content</td>
<td>Next steps learning:
KS3
• undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</td>
</tr>
<tr>
<td colspan="3">Small steps:
To create a data set in a spreadsheet
To build a data set in a spreadsheet
To explain that formulas can be used to produce calculated data
To apply formulas to data
To create a spreadsheet to plan an event
To choose suitable ways to present data</td>
</tr>
<tr>
<td>Reading/Cross curricular links:</td>
<td colspan="2">Key vocabulary:
Data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, input, output, calculate, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, comparison, questions, software, tools</td>
</tr>
<tr>
<td>Assessment opportunities:</td>
<td colspan="2">End of unit quiz</td>
</tr>
</table>

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<table>
<tr>
<td>Subject: French
French culture (T6)
• listen attentively to spoken language and show understanding by joining in and responding
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
• speak in sentences, using familiar vocabulary, phrases and basic language structures
• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
• write phrases from memory, and adapt these to create new sentences, to express ideas clearly
• describe people, places, things and actions orally* and in writing
• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</td>
<td>Prior learning:
Previous French units</td>
<td>Next steps learning:
KS3
• develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
• transcribe words and short sentences that they hear with increasing accuracy
• express and develop ideas clearly and with increasing accuracy, both orally and in writing
• speak coherently and confidently, with increasingly accurate pronunciation and intonation</td>
</tr>
<tr>
<td colspan="2">Small steps (knowledge):
To write sentences about countries
To use vocabulary for distances
To use vocabulary for compass directions
To write about French landmarks
To recognise famous French people
To talk about nationalities</td>
<td colspan="2">Small steps (skills):
To write phrases from memory and adapt
To engage in conversation; ask and answer questions
To broaden vocabulary and develop ability to understand new words
To describe people, places, things and actions
To understand basic grammar rules
To understand basic grammar rules</td>
</tr>
<tr>
<td colspan="2">Reading/Cross curricular links:
PSHE: R30-34 Respecting self and others; L6-10 Communities
British values: Mutual respect, tolerance of those with different beliefs and faiths
Geography: Locational knowledge, compass points and directions
Maths: Distance. Position and direction</td>
<td colspan="2">Key vocabulary:
See separate document</td>
</tr>
<tr>
<td>Assessment opportunities:</td>
<td colspan="3">To share learning in a video/assembly</td>
</tr>
</table>

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<table>
<tr>
<td>Subject: Music
Greek myths
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
• improvise and compose music for a range of purposes using the interrelated dimensions of music
• listen with attention to detail and recall sounds with increasing aural memory
• use and understand staff and other musical notations
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
• develop an understanding of the history of music</td>
<td>Prior learning:
KS1
• use their voices expressively and creatively by singing songs and speaking chants and rhymes
• play tuned and untuned instruments musically
• listen with concentration and understanding to a range of high-quality live and recorded music
• experiment with, create, select and combine sounds using the interrelated dimensions of music</td>
<td>Next steps learning:
KS3
• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
• listen with increasing discrimination to a wide range of music from great composers and musicians
• develop a deepening understanding of the music that they perform and to which they listen, and its history</td>
</tr>
<tr>
<td colspan="3">Small steps (knowledge):
To use expression to share a character's feelings
To work with a group to produce a simple motif
To use movement to show a music's meaning
To compose a piece to reflect action
To perform composed pieces
To evaluate compositions</td>
</tr>
<tr>
<td>Reading/Cross curricular links:
English: Greek myths
History: Ancient Greeks
PE: Dance
Theseus and the Minotaur
The Trojan Wars</td>
<td colspan="2">Key vocabulary:
Perform, compose, expression, instruments, motif, movement, evaluate, rhythm, timbre, texture, dynamics</td>
</tr>
<tr>
<td>Assessment opportunities:</td>
<td colspan="2">Performance of musical compositions</td>
</tr>
</table>

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<table>
<tr><td>Subject: PSHE
Healthy lifestyles
H1-14</td><td>Prior learning:
KS1
H1-10</td><td>Next steps learning:
KS3
H11-18</td></tr>
<tr><td colspan="3">Small steps (knowledge):
To know that a body is personal and private
To recognise that people have control over what happens to their body
To know how to keep a body healthy
To know why it is important to get enough sleep
To understand why getting enough sleep and exercise is important</td></tr>
<tr><td colspan="2">Reading/Cross curricular links:
RE: recognising different faiths and cultures
English: speaking and listening
British values: respect and tolerance
Science: effects of drugs, alcohol and smoking on body</td><td>Key vocabulary:
choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem, autonomy, contact, touch, appropriate, unwanted, safe, boundaries, control, respect, protect, help, support, tell, rights
healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink, sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit</td></tr>
<tr><td>Assessment opportunities:</td><td colspan="2">Assembly to share ideas about staying healthy</td></tr>
</table>

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<table>
<tr><td>Subject: RE
What do the religions and other worldviews suggest about how people should live their lives? (UKS2)
LKS2: describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings; Ask questions
UKS2: describe similarities and differences of belief and practice; Use correct vocabulary; Recognise different sources of inspiration and influence on people's lives and discuss positive and negative impacts; Raise questions</td><td>Prior learning:
KS1
Recognise some religious phenomena and say what religion these are from; recognise that religions share things in common and have real differences; talk about what is important to them.</td><td>Next steps learning:
KS3
Use religious and philosophical language; explain religions, beliefs, practices and values; explain and interpret different forms of religious expression; explain some challenges of living in a multi-faith society</td></tr>
<tr><td colspan="3">Small steps:
What matters most to me?
What matters most to Hindus?
What matters most to Humanists?
What matters most to Christians?
What matters most to Jews?
What matters most?</td></tr>
<tr><td>Reading/Cross curricular links:
PSHE: R30-34 Respecting self and others; L6-10 Communities
British values: Respect and tolerance</td><td colspan="2">Key vocabulary:
Choices, morals, values, Hinduism, Dharma, Karma, Samsara, Moksha, virtue, reincarnation, Humanism, science, Christian, good Samaritan, crucifixion, peace, love, worship, faith, honesty, forgiveness, friendship, generosity, respect, courage, hope, service, compassion, trust, joy, perseverance, Judaism, orthodox, reform, Shabbat, rabbi, Hebrew, Synagogue</td></tr>
<tr><td>Assessment opportunities:</td><td colspan="2">Written response to questions 'What matters most?'</td></tr>
</table>

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Subject: PE	**Prior learning:**	**Next steps learning:**
Summer field games • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best	**KS1** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	**KS3** • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Small steps:	
1. Basketball a) To use a dribbling technique to avoid opposition b) match play 2. Handball a) To pass with accuracy b) maths play 3. Volleyball a) To serve using correct technique b) match play	4. Tag Rugby a) To tag an opposition player b) maths play 5. Football a) To attack/defend in a game b) Match play 6. Tennis a) To use hand/eye coordination to create a rally b) Match play 7. Hockey To use teamwork within match play

Key vocabulary:	**Reading links:**	**Cross curricular links:**
Pass, attack, defend, serve, score, shoot, dribble, accuracy, technique, throw, catch, opposition, coordination, balance, agility, communication		Science/PSHE-keeping healthy, effects of exercise on body

Assessment opportunities:	Lesson plenaries against each objective (note those that need more practise on the skill being taught to do as intervention or post-teaching) Videos on seesaw of skills and chn's explanations Tournament involvement