

<p><u>Subject: Science</u> Animals including humans</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <i>Y3 PoS</i> • 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 • construct and interpret a variety of food chains, identifying producers, predators and prey <i>Y4 PoS</i> 	<p><u>Prior learning:</u> KS1 <i>Animals including humans</i></p> <ul style="list-style-type: none"> • 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 	<p><u>Next steps learning:</u> KS3 <i>Nutrition and digestion</i></p> <ul style="list-style-type: none"> • 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
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. What types of nutrition do we need? Why do we need them? 2. What is a balanced diet? Why do we need one? 3. Do all species have the same diet? How are they similar/different? 4. What do our pets eat? How can we share our findings? 5. What is a food chain? What does it tell us? 	<p><u>Working scientifically NC objectives (Skills)</u></p> <p>Year 3/4</p> <ol style="list-style-type: none"> a) asking relevant questions and using different types of scientific enquiries to answer them b) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions c) identifying differences, similarities or changes related to simple scientific ideas and processes d) making systematic and careful observations and taking accurate measurements using standard units, using a range of equipment; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables e) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Year 5/6</p> <ol style="list-style-type: none"> a) identifying scientific evidence that has been used to support or refute ideas or arguments b) recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs c) identifying scientific evidence that has been used to support or refute ideas or arguments d) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs e) recording data and results of increasing complexity using scientific diagrams and labels, classification keys 	
<p><u>Key vocabulary:</u> Nutrition, diet, balanced, carbohydrates, proteins, dairy, sugar, fats, fibre, water, vitamins, energy, growth, health, minerals, food chain, organisms, prey, predator, consumer, producer, omnivore, herbivore, carnivore</p>	<p><u>Reading links:</u> The Wonder Garden by Jenny Broom</p>	<p><u>Cross curricular links:</u> PSHE: Health and wellbeing PE: Exercise impact on body</p>
<p><u>Assessment opportunities:</u></p>	<p>End of unit quiz Assembly of learning</p>	

<p><u>Subject: Geography</u> Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>		<p><u>Prior learning:</u> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><u>Next steps learning:</u> KS3 at least one study of a significant society or issue in world history and its interconnections with other world developments</p>
<p><u>Small steps (knowledge)</u></p> <ol style="list-style-type: none"> Who were the Greeks (and when did they live)? How was Ancient Greek governed? (What were the advantages and disadvantages?) What was life like in Athens and Sparta? (What was different between them?) What was daily life like in Ancient Greece? (How can we find out?) What religious beliefs did Ancient Greeks have? (How did these affect daily life?) What did the Greeks achieve? (How did they do this?) 	<p><u>Small steps (skills)</u></p> <p>Year 3/4</p> <ol style="list-style-type: none"> Place several historical periods, events, objects, themes, and people on a timeline; Use some dates and historical period terms Describe some changes in and within historical periods and societies Describe similarities and differences in society, culture, and religion in Britain at local and national levels and between some people, beliefs, and events between different historical eras Suggest some reasons why there are different accounts and interpretations of the past; Comment on the usefulness and accuracy of different sources of evidence Suggest some reasons why there are different accounts and interpretations of the past; Comment on the usefulness and accuracy of different sources of evidence Identify primary and secondary sources of evidence and compare to identify reliable information <p>Year 5/6</p> <ol style="list-style-type: none"> Use of a timeline to sequence local, national, and international events as well as historical periods use historical periods as reference points Describe and make some links between events, situations, and changes within and between different periods and societies. Explain similarities and differences in Society, culture, and religion in past societies across Britain and the wider world. Take account of a range of information (such as the author, audience, and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness Take account of a range of information (such as the author, audience, and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness Explain evaluation of pieces of information and particular sources; Recognise how and why different arguments and interpretations of the past have been constructed 		
<p><u>Key vocabulary:</u> Civilisations, artefacts, archaeological, timeline, chronology, excavate, democracy, monarchy, oligarchy, city-state, source, evidence, primary, secondary, polytheistic, scholar, philosopher</p>		<p><u>Reading links:</u> Greek myths</p>	<p><u>Cross curricular links:</u> English-Greek myths Music-Theseus and the Minotaur Art-Greek vases British values-democracy, rule of law</p>
<p><u>Assessment opportunities:</u></p>	<p>End of unit quiz Sharing of knowledge on website created in Computing Written response to question: what were the greatest achievements of the Ancient Greeks?</p>		

Greeks and Olympics Sum 1 KS2

<p><u>Subject: Art</u> Greek vases (Sculpture)</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To analyse Greek vases (and know their significance in Greek history) 2. To use line (and tone) to create Greek patterns 3. To use colour (and shading) to capture Greek life 4. To design a Greek vase 5. To make a Greek vase 6. To evaluate a Greek vase 	<p><u>Small steps (skills):</u></p> <p><u>3/4</u></p> <ol style="list-style-type: none"> a) use sketchbooks to record ideas; explore ideas from first-hand observations b) experiment with showing line, tone and texture with different hardness of pencils; use different materials to draw, e.g. pastels, chalk, felt tips c) mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; d) question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas e) cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail f) reflect upon their work inspired by a historical era and the development of their art skills; <p><u>5/6</u></p> <ol style="list-style-type: none"> a) review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary b) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; use a variety of tools and select the most appropriate c) create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces d) think critically about their art and design work; use digital technology as sources for developing ideas; e) use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips f) evaluate their work against the Greek art looked at and the development of their skills 	
<p><u>Key vocabulary:</u> Colour, shape, tone, line, shading, subject, patten, clay, pencil, tool, detail</p>	<p><u>Reading links:</u> Greek myths</p>	<p><u>Cross curricular links:</u> History: Ancient Greeks English: Greek myths</p>
<p><u>Assessment opportunities:</u></p>	<p>Art gallery in assembly (collect feedback from visitors) Peer evaluation of vases (can they tell what story/part of life it is depicting)</p>	

<p><u>Subject: Computing</u> Web page creation (Teaching Computing Y6)</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Prior learning:</u> <u>KS1</u></p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none"> • understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits • 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 • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
<p><u>Small steps:</u></p> <p>To review an existing website and consider its structure</p> <p>To plan the features of a web page</p> <p>To consider the ownership and use of images (copyright)</p> <p>To recognise the need to preview pages</p> <p>To outline the need for a navigation path</p> <p>To recognise the implications of linking to content owned by other people</p>		
<p><u>Key vocabulary:</u></p> <p>Website, web page, browser, media, HyperText Markup Language (HTML), logo, layout, header, media, purpose, Copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u></p> <p>PSHE: Online safety</p> <p>History: Ancient Greeks (subject of website design)</p>
<p><u>Assessment opportunities:</u></p>	<p>Share webpages with school stakeholders and collect feedback</p> <p>Website evaluation question sheet</p>	

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<p><u>Subject: French</u></p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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* • present ideas and information orally to a range of audiences* • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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 	<p><u>Prior learning:</u> Previous French units</p>	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • listen to a variety of forms of spoken language to obtain information and respond appropriately • speak coherently and confidently, with increasingly accurate pronunciation and intonation
<p><u>Small steps (knowledge):</u> To use language linked to where people live To explain to someone why they do something To describe position of places in town To use vocabulary for mathematical activities To follow and respond to a presentation To identify spelling patterns</p>		<p><u>Small steps (skills):</u> To understand basic grammar To present ideas orally To use dictionary to find new vocabulary To speak in sentences To listen attentively and show understanding To explore patterns and sounds in language</p>
<p><u>Key vocabulary:</u> See separate document</p>	<p><u>Reading links:</u></p> <p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Mutual respect, tolerance of those with different beliefs and faiths</p>	
<p><u>Assessment opportunities:</u></p>	<p>Do own audio of house and use key vocabulary learnt Vocabulary match</p>	

Greeks and Olympics Sum 1 KS2

<p><u>Subject: Music</u> <u>Greek myths</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Prior learning:</u> <u>KS1</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none"> • 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
<p><u>Small steps (knowledge):</u> 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</p>		
<p><u>Key vocabulary:</u> Expression, character, movement, compose, improvise, graphic score, instrument, pitch, tone, timbre, dynamics</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> English: Greek myths History: Ancient Greeks PE: Dance</p>
<p><u>Assessment opportunities:</u></p>	<p>Performance of story/videoed</p>	

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<p><u>Subject: PSHE</u> Healthy lifestyles H1-14</p>	<p><u>Prior learning:</u> <u>KS1</u> H1-10 Previous PSHE units</p>	<p><u>Next steps learning:</u> <u>KS3</u> H11-18</p>
<p><u>Small steps (knowledge):</u> 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</p>		
<p><u>Key vocabulary:</u> 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</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> RE: recognising different faiths and cultures English: speaking and listening British values: respect and tolerance</p>
<p><u>Assessment opportunities:</u></p>	<p>Assembly to share ideas about staying healthy</p>	

<p><u>Subject: RE</u> How do religions express their beliefs about God? (Symbolism) (LKS2) <i>LKS2:</i> describe beliefs and teachings; Recognise and describe symbols and rituals; Compare different beliefs and teachings; Ask questions <i>UKS2:</i> describe similarities and differences of belief and practice; Use correct vocabulary; Recognise who and what inspires them and others and say something about how this affects their behaviour; Raise questions</p>	<p><u>Prior learning:</u> KS1 recognise some religious phenomena and can say what religion these are from and say something about their meaning; recognise that religions share things in common and have real differences; talk about what is important to themselves and others and give a reason why; ask appropriate questions about the religions they explore</p>	<p><u>Next steps learning:</u> KS3 use religious and philosophical language and concepts to explain religions, beliefs, practices and values, including differences within religions and similarities shared across religions and other worldviews; explain and interpret different forms of religious and spiritual expression; consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other religions and worldviews, arguing their own views in the light of this.</p>
<p><u>Small steps:</u> To know about everyday signs and symbols To recognise symbols of God in different religions To recognise Christian symbols To consider the significance of symbols of Islam To recognise symbols of Hinduism To know some symbols of Judaism. To reflect on religious signs and symbols.</p>		
<p><u>Key vocabulary:</u> signs, symbols, inform, warn, prepare, instruct, symbolism, artwork, Christianity, Hinduism, Judaism, Sikhi, Buddhism, Taoism, symbolise, Christian, Christianity, cross, ichthus, Alpha and Omega, Chi Rho, crown of thorns Sign, Muslim, Islam, star, crescent, fanoos, prayer mats, prayer beads, mosque, Hindu, Hinduism, Aum, Rangoli pattern, diya, swasti, Menorah, Star of David, mezuzah, tallit, tefillin, kippah, Seder plate</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Respect and tolerance</p>
<p><u>Assessment opportunities:</u></p>	<p>Reflection sheet of learning</p>	

<p><u>Subject: PE</u> Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • perform dances using advanced dance techniques in a range of dance styles and forms • take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • take part in competitive sports and activities outside school through community links or sports clubs
<p><u>Small steps:</u> To practise existing running, jumping and throwing (quick assessment of where they are) To sprint effectively/To use a sprint start and finish To use sprint technique in relay running/To pass a baton effectively To use hurdling technique/To use hurdle technique with pace To jump for distance (2 lessons) To throw for distance (2 lessons) To compete in a mini tournament</p>		
<p><u>Key vocabulary:</u> Run, jump, throw, sprint, technique, relay, baton, hurdle, pace</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> Science/PSHE-keeping healthy, effects of exercise on body</p>
<p><u>Assessment opportunities:</u></p>	<p>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</p>	