

Writing

Learning

- Writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Using brackets, dashes or commas to indicate parenthesis.

Outcome Unit 1 – Greek myths – children will become more familiar with traditional Greek myths. Children will plan, draft and edit their own Greek Myth following structure from models. Children will investigate the settings and openings of Greek Myths. To consider the problems and quests characters face in Greek myths. To create a mythical monster for a Greek myth.

Key Vocabulary – myth, legend, characters, setting, plot, moral, dilemma, quest, labyrinth, time adverbial, simile, relative clause, parenthesis, mythical beast, pathetic fallacy, synonyms, antonyms, dialogue and atmosphere.

Outcome Unit 2 – To write to inform about an aspect of Ancient Greek life. Children will do research to find out about an aspect of Ancient Greek life, using the internet and books. Children will plan, draft, edit and publish a leaflet.

Key Vocabulary - non-chronological report, facts, subheading, title, information introduction, caption, notes, research and bullet points.

What the Groovy Greeks did for us!

Reading

Learning

- Infer character's feelings, thoughts and motives from their actions and justify this with evidence.
- Can I ask questions in the style of an interview?
- Make predictions about a text
- Use a dictionary to check the meaning of words in context
- Compare characters in a text
- Create a book cover for a modern day version of a Greek myth
- Can I write a brief, helpful review tailored for real audiences?

Outcome

This half term we will be reading Greek Myths' retold by Marcia Williams. The pupils will be making predictions, answering comprehension questions and discussing key vocabulary. They will be taking part in role play, to demonstrate how different characters might be feeling at different points of the story. They will become reporters interviewing the famous poet and musician Orpheus on his return from the underworld. They will also be creating a modern day book cover for 'Daedalus and Icarus?'

Key vocabulary

Infer, predict, summarise, vocabulary, effect, justify, evidence, interview, Greek myth, audience, harmony, personality traits, heroes and villains.

Maths

Learning

- To divide using short division.
- To divide 4 digits by 1 digit.
- To divide with remainders.
- Solve problems with multiplication and division.
- To multiply fractions by integers.
- To multiply mixed numbers by integers.
- To fractions of a quantity.
- To find fractions of amounts.
- To find the whole from given fractions.
- To convert fractions to decimals and vice versa.
- Order and compare decimals.
- To round decimals to nearest whole or tenth.
- To understand and calculate percentages.
- To understand the relationships between fractions, decimals and percentages.

Outcome

To understand how multiply unit and non-unit fractions by an integer.
To find fractions of quantity and amounts and understand a fraction as an operator.
To understand decimals up to 2 d.p.
To understand decimals as fractions.
To understand tenths, hundredths and thousandths as decimals.
Rounding, ordering and comparing decimals.
Understand percentages and % as fractions and decimals.
When introduced to a key new concept, children will have the have the opportunity to build competency in this topic by exploring concrete, pictorial and abstract approach.

Key vocabulary

denominator, numerator, altogether, equivalent fraction, whole, improper fraction, mixed number, convert, common denominator, common numerator, bar model, partition, difference, multiply, integer, multiple, repeated addition, operator, decimal place, decimal point, tenth, hundredth, thousandth, place holder, convert, simplify, percent, percentage, %, proportion

French

Learning

- To introduce the unit and explain to pupils that they are going to learn about the history of the ancient and modern Olympic Games, as well as learn 10 Olympic sports with the name of the sportsperson in French.
- To learn about the modern Olympic Games and the people involved in the recent history in French
- To introduce 10 French nouns, with their definite article/determiner, for current Olympic sports.
- To consolidate the 10 Olympic sports in French and use them in full sentences with the 1st person conjugation of the verb 'faire' (to do) to express which sports the pupils practise/do. They will then progress to using the negative structure 'je ne fais pas' to express which sports they do not practise/do in French.
- To introduce the 3rd person conjugation of the verb 'faire' (to do) to describe which sports the Olympians do in French, as well as the names for the Olympians based on the sports they do.
- To consolidate all knowledge from the unit and complete the end of unit assessment.

Outcome

Pupils will know and understand the key facts of the ancient and modern Olympics recounted in French and learn 10 nouns with their article/determiners for common Olympic sports. They will explore the full present tense conjugation of the high frequency verb 'faire' and look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian.

Key Vocabulary

Les Jeux olympiques (The Olympic Games), Les Jeux olympiques de l'antiquité (The ancient Olympic games), Les Jeux olympiques modernes (The modern Olympic games), l'athlétisme (athletics), l'équitation (horse riding), l'escrime (fencing), l'aviron (rowing), la natation (swimming), la boxe (boxing), le cyclisme (cycling), le plongeon (diving), le tir à l'arc (archery), le triathlon (triathlon), faire (to do), Je fais de/Je fais du (I do (a sport)), Je ne fais pas (I do not do), Il est (He is), Elle est (She is), Tu fais (You (one person) do (a sport)), Il fait (He does (a sport)), Elle fait (She does (a sport)), Nous faisons (We do (a sport)), Vous faites (You (more than one person) do (a sport)), Ils font (They (group of males or mixed gender group) do (a sport)), Elles font (They (group of females) do (a sport)), Il/elle est athlète. (He/she is an athlete. (no spelling change for masculine and feminine)), Il est nageur. (He is a swimmer), Elle est nageuse. (She is a swimmer), Il est plongeur. (He is a diver), Elle est plongeuse. (She is a diver), Il est escrimeur. (He is a fencer), Elle est escrimeuse. (She is a fencer), Il est archer. (He is an archer), Elle est archère. (She is an archer), Il est rameur. (He is a rower), Elle est rameuse. (She is a rower), Il/elle est cycliste. (He/she is a cyclist. (no spelling change for masculine and feminine)), Il est cavalier. (He is an equestrian), Elle est cavalière. (She is an equestrian), Il est boxeur. (He is a boxer), Elle est boxeuse. (She is a boxer).

History

Learning

- Create a history timeline.
- Compare the city states of Athens and Sparta to discover why they were different.
- To investigate the differences and similarities between Athens & Sparta including school life and compare them to ours.
- To discover the history of the Olympic Games.
- To investigate the birth of Greek democracy.
- To understand the legacy left by the Ancient Greek civilisation.

Outcome

To understand timelines - how ancient Greece relates to the present day and other historical times. To understand the differences and similarities between Athens & Sparta including school life, recognising how they are different to our modern society. To look at the features of the Ancient Greek Olympics, democracies and the legacies they left behind.

Key Vocabulary

Athens, Greece, civilisation, ancient, modern, artefacts, Sparta, Europe, gods, goddesses, Olympia, Olympics, myth, Army, navy, Mount Olympus, Aegean Sea democracy, legacy, legacies, Peloponnesus, Parthenon, Acropolis

PE – Pickle ball

Learning

- To know the different types of shots (backhand and forehand).
- To understand the difference in the rackets surface area compared to badminton and table tennis.
- To be aware of the different in speed and power you can generate from a ball used in pickle ball.
- To be able to serve across the court, using the corners to maximise point-scoring opportunities.
- To know the rules of the game and know the lines of the court.
- To be able to work collaboratively in pairs to defend and attack against an opposing team.

Outcome

Pupils will understand the difference in style of bat used in pickle ball in comparison to previously taught indoor sports like table tennis and badminton. Linked to this, to be aware that the ball is different too and understand that this will effect speed and power when projecting the ball. Children will also be aware of the court and be able to work with others to successfully attack and defend against an opposing team.

Key Vocabulary

Teamwork, collaboration, communication (verbal and non-verbal), serving, backhand, forehand, court, pickle bat, pickle ball, net, shots, speed, power, accuracy.

Games – Outdoor Invasion Games

Learning

- To begin to know the importance of keeping possession in invasion style games.
- To practice fielding tactics when trying to get the possession of the ball.
- To be able to work together as a team when passing the ball.
- To know the importance of being aware of open space in invasion games to avoid being marked.
- To be able to successfully follow an opposing team.
- To try to follow or lead a team to success, by placing members of your team strategically on the court.

Outcome

Pupils will be able to grip and hold the ball correctly. They will be able to utilise space to their advantage to make plays happen in the game. Play in a range of competitive scenarios, both in offensive and defensive play. To know the importance of man marking and being marked.

Key Vocabulary

Court, pivot, jumping, bouncing, handling, passing, rebound, sidestepping, marking, holding, interception, stealing, dribbling, faking, shooting, overarm shot, underarm shot, jump shot, free throw.

ART

Learning

- To find out about the Japanese artist Chen Yingjie, the techniques and mediums he uses.
- To use gross motor skills and oil pastels to create patterns and squiggles.
- To use fine motor skills creating monochrome patterns.
- To combine both oil pastels and monochrome patterns to create a background.
- To use paint and pastels to create animal facial features using shading and blending skills.

Outcome

Pupils will combine all the techniques and features to create a finished piece using Chen Yingjie's work as a stimulus.

Key Vocabulary

Shade, tone, blend, monochrome, rip, combine, solid, lighter, darker, pattern

RE

Learning

- What firm foundations do you have in your life?
- Are they the same for Christians?
- Healing and Loving thine enemies and considering the value and importance of being generous with time and money and giving to, or working for a charity.

Outcome

How we can practise being good Christians

Key Vocabulary

Foundations, beatitudes, generosity, charity, healing

PSHE

Learning

- To recognise that I have different types of relationships in my life
- To know how to respond if a friendship is making me feel worried, unsafe or uncomfortable
- To recognise that social media and the internet can be used positively
- To recognise that knowing someone online differs from knowing them face to face
- To recognise the type of content it is safe to share online
- To recognise risk in relation to friendships and keeping safe

Outcome

Pupils will be able to openly talk about the types of relationships they have in their lives and how each one contributes to their own. They will develop skills in resilience, perseverance and independence and know what to do when they struggle with these skills. They will learn how to seek help if they identify unsafe content online.

Key Vocabulary

relationship, healthy, unhealthy, online safety, privacy, risk, social media, content

Geography

Learning

- To use the four and six point figure grid reference system to locate places on a map.
- To understand and locate different symbols from a given key in an atlas.
- To understand and locate different symbols from a given key on an Ordinance Survey Map.
- To understand and use the 8 points of a compass.
- To create own map, symbols and key.

Outcome

Pupils will be able to use four and six figure grid references to locate places on a map. They will develop their understanding and ability to locate symbols from a given key on an Ordinance Survey Map. By the end of the unit, the children will have created their own map, symbols and key.

Key Vocabulary

Compass, grid reference, symbols, key, locate, Ordinance Survey, north, south, east, west, north east, north west, south east, south west, axis, features, navigate, physical features, human features

Computing

Learning

- To explain what makes a video effective
- To identify digital devices that can record video.
- To capture video using a range of techniques
- To create a storyboard
- To identify that video can be improved through reshooting and editing
- To consider the impact of the choices made when making and sharing a video

Outcome

Pupils will use iPads and editing software to create a video inspired by a presentational video from Dan TDM. By the end of this unit, the children will have developed the skills required to plan, record, edit, and share a video.

Key Vocabulary

video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate. share