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 recognise, say and write the nouns for key family members in French
- To tell somebody in French my family members (real, fictitious, historical or television families are allowed)
- To tell somebody in French the names of my family members (real, fictitious, historical or television families are allowed).
- To listen to, read, recognise, say and write numbers 1-100
- To tell somebody in French my family members' ages (real, fictitious, historical or television families are allowed).
- To use, say and write accurately the words for "my" (possessive adjective) in French.

Outcome
Pupils will know the nouns and indefinite articles for 8 common pets; be able to ask somebody if they have a pet and give an answer back; say in French what pet we have/do not have and give our pet's name; start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.

Key Vocabulary
a famille (the family), As-tu des frères et sœurs? (Do you have any siblings/ brothers or sisters?), la mère (the mother), Oui, j'ai un frère. (Yes, I have a brother), la grand-mère (the grand-mother), Oui, J'ai une sœur. (Yes, I have a sister.), la tante (the aunt) Oui, j'ai deux frères. (Yes, I have two brothers.), la fille (the daughter), Oui, J'ai deux sœurs. (Yes, I have two sisters.), la sœur (the sister), Non, je suis fils unique. (No, I am an only child (boy).), le fils (the son), Non, je suis fille unique. (No, I am an only child (girl).), le frère (the brother), dix (10), l'oncle (the uncle), vingt (20), le père (the father), trente (30), le grand-père (the grand-father), quarante (40), les parents (the parents), cinquante (50), les grands-parents (the grand-parents), soixante (60), Comment s'appelle ton [male family member]/ ta [female family member]? (What it is your [family member]'s name?), soixante-dix (70), Il s'appelle… (He is called…), quatre-vingts (80), Elle s'appelle… (She is called…), quatre-vingt-dix (90), mon/ ma/ mes (my), cent (100)

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

P. E – 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.

DT

Learning
- Children will research pneumatics and construct a simple system.
- Children will perform focussed practical tasks.
- To plan and make a moving monsters mouth/head.
- Children will evaluate their design.

Outcome
Children will INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE pneumatics activities. Children will perform focused practical tasks (FPTs). Children will design and make a pneumatic mechanism. This system will be a moving monsters mouth. Children will evaluate our product.

Key Vocabulary
components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight , linear, rotary, oscillating, reciprocating , user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate.

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

Music

Learning
- To sing in unison with clear diction, controlled pitch and sense of phrase.
- To describe, compare and evaluate different types of music beginning to use musical words.
- To comment on the success of own and others work, suggesting improvements based on intended outcomes.
- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

Outcome
Pupils will have listened to a range of Greek songs based on the *Heroes of Troy.* They will have sung together in unison for each song following the tutorials provided by the BBC unit of study. Each song also comes with a script so there will be opportunities to perform too if they wish to do so.

Key Vocabulary
dynamics, Pitch accuracy, Tone production, Pulse rhythm and metre, Phrase structure, Expressive techniques, Improve concentration / memory

Computing

Learning
- To use a form to record information
- To compare paper and computer-based databases
- To outline how you can answer questions by grouping and then sorting data
- To explain that tools can be used to select specific data
- To explain that computer programs can be used to compare data visually
- To use a real-world database to answer questions

Outcome
Pupils will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.

Key Vocabulary
Database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation