

Topic: Ancient Greeks

Cycle Year: 1

Term: Spring (Trip TBC)



Personal, Social, Health and Emotional Development:

(including Relationships and Sex Education). Pupils will have the opportunity to explore:

Dreams and Goals:

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others (charity)
- Motivation

Healthy Me

- Smoking, including vaping
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour

Religious Education:

Why is the Torah so important to Jewish people?

• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

What do Christians believe Jesus did to 'save' people?

• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.

PE:

- Invasion Team Games: possession and strategy. Application to hockey, rugby, football, netball, basketball.
- Dance: consider different dance styles e.g. big band/swing - visiting specialist?
- Gymnastics: unit delivered at Lacon on the next level of gymnastic equipment - focus on control, tension, extension, aesthetically pleasing and extension of skills.

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Descriptions of a scene e.g. animals/pets/colours/people/sports/weather/seasons
- Understanding plurals
- Colours - incl agreement of colours and adjectives
- Numbers 70- 100
- Developing an understanding of French speaking countries
- Talking about me, my family and other people (extended family)
- Describing yourself: Décris-toi (Hair, eyes, tall/short/medium sized, personality, emotions, hobbies/likes/dislikes)

Please see French progression map for further guidance

As historians we will study:

Children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period.

Knowledge, skills and concepts:

- develop the use of historical terms
- address and devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- continue to develop a chronologically secure knowledge and understanding of world history
- consistently answer and ask historically valid questions about similarity and difference.

As geographers we will consider global warming and climate change:

Key question: are we damaging our world?

Children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.

Knowledge, skills and concepts:

- describe and understand key aspects of the distribution of natural resources including energy, minerals and water
- use maps, atlases and globes to locate countries and describe features studied
- use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Please see Geography progression map for further guidance

As designers we will focus on the use of mechanical systems (cams)

We will:

- develop an authentic and meaningful design brief
- generate innovative ideas by carrying out research and develop a design specification for a product, carefully considering the purpose and intended user for their product
- communicate ideas through detailed, annotated sketches from different views and/or exploded diagrams
- produce detailed step-by-step plans and lists of tools, equipment and materials needed. allocate tasks within a team
- evaluate throughout and the final product in use, comparing it to the original design specification.

Please see DT progression map for further guidance.

As artists we will focus on:

Textiles and prints inspired by William Morris.

- We will design and produce our own artwork based on this
- Pupils will select and develop ideas confidently; select own images and improve the quality of images in their sketch books

As musicians we will:

- Learn about triple time by performing, composing and singing music with a 3 beat feel.
- Learn about the pentatonic scale and compose/perform rhythms which use this and triple time.
- Learn about Leitmotifs before composing our own (with sound effects) for a Greek Hero.
- Element Foci: Rhythm, Pitch, Timbre & Dynamics, Structure & Form

(MC Please see Music skills sheets for further guidance)

As experts in computing, we will focus on:

- Multimedia presentations (Ancient Greeks) thinking about hyperlinks and animations
- Using databases to store, question and search (2question; 2investigate 5.4)

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables

Properties and changes of materials:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- STEM investigation: Fireworks in a jar an investigation on dissolving where children learn about the properties of materials and then design an investigation on dissolving, to promote enquiry skills in a context, looking at how to create a fair test by changing one variable, to see how it affects the rate that salt dissolves in water.

Animals, including humans:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Please see science progression map for further guidance.

Develop our English skills through the stimuli of:

- Greek Myths - Medusa (descriptive writing)
- Wonder by R.J. Palacio
- Persuasive writing
- Narrative writing

Please see skills and knowledge in year group assessment sheets for further information.

Develop our Maths skills through key foci:

- Geometric Reasoning 1 (3D shapes from 2D representations, regular/irregular polygons, parts of a circle, comparing and classification)
- Proportional Reasoning 1 (Percentages, fractions and decimals, equivalences, pie charts)
- Multiplicative Reasoning 4 (4digit by 1 /2 digit division, interpreting remainders, using rounding)
- Spatial Reasoning 1 (Calculating, comparing and estimating area and perimeter-composite shapes/parallelograms and triangles)
- Fraction Reasoning 2 (Multiplying and Dividing with Fractions, simplest form)
- Spatial Reasoning 2 (calculating, estimate and compare volume, square and cubed numbers, formula)
- Proportional Reasoning 2 (problems involving all 4 operations including scaling, measure, shape, fraction and decimal notation)
- Positional Reasoning (measuring and drawing angles, translation in quadrants)

Please see skills and knowledge in year group assessment sheets for further information.

