Severn Class
Title: Ancient Greeks
Cycle Year: 1
Term: Spring
Educational Visits: TBC

We will develop our English skills through the stimuli of:

- Greek Myths – Medusa (descriptive writing/narrative)
- Who let the Gods out? Maz Evans
- Wonder by R.J. Palacio
- Letters to the Lighthouse by Emma Carroll – letter writing
- Persuasive writing
- Narrative writing

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

We will develop our Maths skills through key foci of:
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- 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)
  Developing the automaticity and fluency of number facts through mastering number

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

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:

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.

P.E.

Physical activities and sports development in the areas below (following our progression of skills): PE (Please see PE skills sheets for further guidance)**:**
- Invasion Team Games: rugby and hockey
- Dance
- Gymnastic

As experts in computing we will:

- Multimedia presentations (Ancient Greeks) and thinking about effectively presenting information (word and PowerPoint) and using tools such as headings, columns, images, hyperlinks, animations, contents pages and tables

Using databases to store, question and search (2question; 2investigate 5.4)

R.E.

Why is the Torah important to Jewish people?

Make sense of belief:
- Identify and explain Jewish beliefs about God; give examples of some texts that say what God is like and how Jews interpret them
- **Understand the impact:**
- Make clear connections between Jewish beliefs about the Torah and how they use/treat it – Orthodox and Reform
- Make clear connections between Jewish commandments and how Jews live – kosher laws
- **Make connections:**
- Consider/weigh up different values - tradition, ritual, worship – in the lives of Jews today and explain whether they are valuable to people who are not Jewish

French

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

Personal, Social, Health and Economic Development (including Relationships and Sex Education)
Pupils will have the opportunity to:

Dreams and Goals:	**Healthy Me**
• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	• Smoking, including vaping • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour

History

We will:
- Learn that Ancient Greece was made up of several city-states (the most important city-states being Athens and Sparta) which sometimes worked together against a common enemy
- Learn that in Athens, they had a democracy where the citizens voted for the government.
- Know that in Sparta, they had a monarchy with two kings
- Understand that Ancient Greeks were pioneers in many areas, (examples include mathematics, art, philosophy and science).
- Find out that many innovations from Ancient Greece can still be seen today. eg (examples include: hypocritic oath, atlas. and pillars)
- Know that not all aspects of Ancient Greek life were equal. (Examples include their treatment of women, children, disabled people and animals and their use of slavery
- Learn how Historians know about Ancient Greece from using a variety of sources, (including buildings, artefacts, written evidence and myths)

As geographers we will consider Protecting the environment:

We will:

- Understand where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world
- Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected
- Explain several threats to wildlife/habitats including the ocean. Understand some advantages of marine protected areas (MPAs) with a Southwest focus (eg Hartland Point to Tintagel and Lands' End and Cape Bank)
- Be able to talk about one way we could make the school more sustainable

As artists we will:

Mixed Media Land & City Scapes
Disciplines: Sketchbooks, drawing

Medium: graphite, soft B pencils, handwriting pen, pastels, chalk and paper

Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones

- Use my sketchbook to collect, record and reflect on my ideas and thoughts. I can extend my creatively about how I can change the pages giving myself different sizes and shapes of paper to work on
- Explore how artists respond to land and city scapes in various ways by using inventive mixed media combinations
- Reflect on how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place
- Explore work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper

Reflect on my work and the work of others

Aspect of D & T: Mechanical systems
Focus: Cams

Technical knowledge and understanding
- Understand that mechanical systems have an input, process and an output.
- Understand how cams can be used to produce different types of movement and change the direction of movement.
- Know and use technical vocabulary relevant to the project.

Designing
Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making
- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating
- Compare the final product to the original design specification.
- Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Investigate famous manufacturing and engineering companies relevant to the project

As musicians we will:

- Sing a broad range of songs, in different metres (and syncopation) with a sense of ensemble and performance; pay attention to diction, phrasing and musical expression; control breathing, posture and sound projection.
- Create different vocal effects when singing.
- Recognise different tempi and identify musical features; scale, chromatic, drone, ostinato.
- Fit different rhythmic patterns together; maintain own part with awareness of pulse. Record ideas using basic rhythm notation.
- Improvise freely over a drone using tuned percussion (or ocarinas), responding to the beat.

Whole class ocarina lessons (see progression for skills and knowledge)