

Questions.—Article 13

Week 1: How do the Ancient Greeks fit into our timeline?
 Week 2: Which Greek god would you worship?
 Week 3: How similar was life in Ancient Greece to life today?
 Week 4: Are you smarter than an Ancient Greek?
 Week 5: How would you have stopped the fall of Ancient Greece?
 Week 6: To be truly democratic, should everyone be allowed to vote?

Texts: Odysseus Non fiction texts **Articles 28, 29 & 30**

Writing outcomes:

Fiction:	Personal Response	Narrative
	Character Study	Description
Non Fiction:	Information	Recount Journalism

Maths: **Articles 28, 29 & 30**

Number: multiplication and division (3 weeks)
 Number: fractions 3 weeks)

Science: Properties of materials - **Article 28, 29 & 30**

- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Computing: We are Artists. Fusing geometry and art. Develop understanding of links between geometry and art.

Enrichment

Ancient Greek pottery
 Ancient Greek Olympics
 Archaeological dig— laminates hidden in sand
 Debate
 Classical Art day

Assessment Foci

Science: I can use test results to make predictions to set up further comparative and fair tests.

History: I can recall, select and organise historical information.

I can identify and describe reasons for and results of historical events, situations and changes.

Computing: I can design algorithms that use repetition and 2 way selection

P.E.—I can perform and link gymnastic sequences using the floor and apparatus.

PSHE: I can tell other people politely when someone is annoying me.

RE: I can explain the importance of a religious festival (Yom Kippur)

Foundation Subjects Coverage

History: A study of Greek life and achievements and their influence on the western world; summarise how Britain may have learnt from other countries and civilisations; investigate the legacy of Greek culture (art, literature, architecture) on later periods in British history, including the present day; explain how Parliament affects decision making in England.

Art: Improve their mastery of art and design techniques using clay; use images which they have created, scanned and found, altering them where necessary to create art.

PE: Basketball -play competitive games; apply basic attacking and defending skills; collaborate with team; use throwing and catching in isolation and combination; pass in different ways.

Gymnastics: perform a sequence of complex, extended movements; combine action, balance and shape; perform consistently to different audiences - **Article 29 & 31**

RE: Judaism—describe how Jewish people pray; explain why prayer and worship are important to Jewish people; identify the Tallit and Capel; understand the significance and purpose of the Tallit and Capel; identify and describe the Tenakh and the Torah; understand the importance of Yom Kippur and explain how it is celebrated — **Article 12, 13, 14 & 30**

French: Memorise and present a short spoken text; revise days, months, years, hobbies, numbers to 50 (comparing more or less)— **Article 30**

PSHE/ British Values: Working at Harmony—**Article 2, 12, 28**

recognising the benefits of friends and families; finding out about sources of help and support for individuals, families and groups; and considering the challenges and issues that can arise at home, at school between friends, and how they can be avoided, lessened, or resolved.

No Outsiders— How to Heal a Broken Wing by Bob Graham

Music: change sounds or organise them differently to change the effect; choose most appropriate tempo for a piece of music; compose music to meet criteria - **Article 29 & 31**