

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Non-chronological report Recount Newspaper report - myths Persuasive writing - letter</p> <p>Key text/stories: Greek Myths</p>	<p>SPaG: Perfect and progressive tense</p> <p>Devices to build cohesion with a paragraph Linking ideas across paragraphs using adverbials of time Use of commas to clarify meaning or avoid ambiguity Brackets, commas and dashes to indicate parenthesis</p> <p>Reading: Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Provide reasoned justifications for their view Learn a wider range of poetry by heart Retrieve record and present info</p>	<p>initiating and responding to comments Give more than one reason why something might be true with reasons. Understand the difference between a fact and an opinion. Plan and present information clearly with ambitious added detail and description for the listener. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Listen to feedback from others to improve performances. Gain, maintain and monitor the interest of the listener(s).</p>	<p>Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities</p> <p>Focus on key aspects of ARE that individuals need support with after reflection on termly assessments</p> <p>Ongoing formative assessments</p>

Maths	<p>Number: fractions</p> <p>Number: multiplication and division</p> <p>Number: decimals and percentages</p>	<p>Fractions: Compare and order fractions greater than 1. Add two mixed numbers. Subtract from a mixed number. Subtract from a mixed number - breaking the whole</p> <p>Multiplication and division: Multiply a 4-digit number by a 2-digit number. Short division and divide with remainders. Solve problems with multiplication and division.</p> <p>Decimals and percentages: Order and compare any decimals with up to 3 decimal places. Round to the nearest whole number and round to one decimal place. Find equivalent fractions, decimals and percentages</p>	<p>Providing verbal responses involving reasoning and subject specific vocabulary.</p> <p>Explain answers and working out to peers.</p> <p>Justify and prove responses and answers accurately and clearly.</p>	Termly end of unit assessments.
Science	<p>Properties and changes of materials: reversible and irreversible changes (Carried forward)</p> <p>Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>A range of practical experiments: Survival of the fittest, Darwin and beak experiment</p> <p>Using scientific equipment (developing understanding of scales in measuring cylinders) Reading scales.</p> <p>Science reports, recording data, diagrams / labels</p> <p>Improving short aspects of writing such as precise and accurate conclusions.</p> <p>Making predictions, recording and presenting results in a range of formats (orally this term). Guess Who, classify and organise</p> <p>Explore 'survival strategies' of animals</p> <p>Design an animal to match a location. Non-chronological report/ explanation.</p> <p>Present results in a variety of ways.</p>	<p>Participate actively in collaborative conversations</p> <p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently and about what happened in the past and present correctly,</p> <p>Participate in presentations</p>	Ongoing use of retrieval powerpoint

	Animals including humans: describe the change as humans develop to old age.	identifying scientific evidence that has been used to support or refute ideas or arguments. (Evolution).		
STEM	https://eduinterface.weebly.com/uploads/3/5/6/7/3567545/stemancientgreece.pdf Engineer like an Ancient Greek challenge	Engineering a prototype structure to house a new Ancient Greek museum	Ask questions to deepen understanding Speak audibly, fluently and about what happened Participate in discussions presentations Use relevant strategies to build vocabulary	Self-reflection and assessment on products in meeting design requirements.
History	<p>Greeks: Cause and effect: Identify the effects and influence of Greek achievements on the Western world – democracy, language, inventions etc.</p> <p>Chronology: Timelines in context to other civilisations and ordering achievements within Greek times.</p> <p>Continuity and change: understanding democracy and societal (school and gender) and military changes and influence and how this changed over time.</p>	<p>Cause and effect: Research Greek lifestyle and compare it to modern life to understand the impact of the Ancient Greeks. Describe Greek architecture and observe modern examples of the Greek orders. Visit a museum to explore Greek artefacts.</p> <p>Chronology: Create timelines of Ancient civilisations and locate the period of Ancient Greeks. Explore sources of evidence (Photos) of the Greek orders to predict and describe architectural development.</p> <p>Continuity and change: Describe, compare and contrast the lifestyles of two states in Ancient Greece. That History Bloke will enrich our understanding with a workshop including artefacts.</p>	Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary Speak audibly, fluently and about what happened in the past and present correctly, Participate in discussions presentations, performances, role play, improvisations and debates, Use intonation and expression when talking and reading	Ongoing use of retrieval powerpoint

			aloud to make it more engaging for the listener.	
Geography	Why do oceans matter? (Kapow) Examine the importance of our oceans and current environmental issues.	Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	rehearse ideas with peers using persuasive vocabulary and tone to propose solutions to problems. Speaking clearly and persuasively to engage an audience. Give well structured explanations	Retrieval powerpoint and unit assessments
Art	Architecture: Houses (Kapow) Sketching and printing.	Sketching: Sketch a house from first or second hand observational experiences (weather depending). Develop techniques to improve the intensity of drawing by zooming in and adding detail. Printing: Create a print of the focused area using pressing and imprinting techniques, ink and rollers to create a duplicate.	Use relevant strategies to build subject specific vocabulary. Speak audibly, fluently and about the project. Collaborate with peers by articulating ideas and feeding back to others in response.	Kapow quiz unit assessment
Music	South and West Africa Composition Notation theme Ancient Egypt	Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	Build vocabulary Participate in discussions presentations, performances, role play, improvisations	unit assessments Kapow

		<p>Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece</p>		
D/T	<p><i>Greek Vases:</i> understanding how to mould, shape and attach using clay. Paint an authentic design suited to the product's time period and purpose.</p> <p><i>Greek Columns:</i> Test various shapes for structural strength to create a column.</p>	<p>Clay product: Make a clay pot or vase which will include a handle. Use Ancient Greek artefacts to design an authentic pattern that will be painted.</p> <p><i>Greek Column:</i> Use cardboard to create a range of supporting structures, test the appropriateness of each. Collaboratively construct a Greek style structure which will be decorated using the design features explored in History.</p>	<p>Use relevant strategies to build subject specific vocabulary. Speak audibly, fluently and about the project. Articulate ideas and respond to feedback.</p>	Self-evaluation
PE	<p>Ball Skills / Football</p> <p>Swimming</p>	<p>Ball Skills: 5T: South Shields coach 5W: Real PE unit.</p> <p>Swimming: coach led lessons to teach and improve a range of strokes and develop stamina for sustained swimming at lengths. - often with staff support.</p>	<p>Maintain attention and participate actively in conversations</p> <p>Speak audibly, fluently and about what happened in the past and present correctly, Participate in discussions presentations, performances, role play</p>	Ongoing assessment of performance and progress over time. Pupils can begin to record their achievements.

RE	<p>What do the gospels tell us about the birth of Jesus? (CF)</p> <p>Easter: What did Jesus do to save human beings?</p> <p>Creation and science: conflicting or complementary?</p>	<p>Reflection on what the different gospels say about the Nativity and what differing messages they may be communicating.</p> <p>2b.6 (UC)</p> <p>2b.2 (UC)</p>	<p>Participate in discussions presentations</p> <p>use intonation and expression when talking and reading aloud to make it more engaging for the listener. ask relevant questions to deepen knowledge and understanding. Articulate and justify answers, arguments and opinions to questions.</p>	<p>Termly assessment written piece.</p>
PSHCE You, Me and the World	<p>British Values: democracy and individual liberty.</p> <p>Similarities and differences: Mutual respect and tolerance.</p>	<p>Democracy and Individual liberty: defining the term democracy in the UK and globally. Civil and criminal law of England and its intended purpose. Individual freedoms and Protected Characteristics.</p> <p>Mutual Respect and Tolerance: Individual differences. Developing open mindedness to promote mutual respect within our social environments.</p>	<p>Maintain attention and participate actively in conversations. Articulate and justify answers and thinking. Use relevant strategies to build vocabulary Speak audibly, fluently and about opinions.</p>	
Computing	<p>Computer programming: VEX GO</p> <p>Understanding directional language and angles.</p>	<p>Coding - Vex Go robotic software to programme a robot to complete designated tasks inline with Vex Go Competition guidelines.</p> <p>Coding and debugging created code. Save created code and understand the use of a USB.</p>	<p>Participate in discussions and improvisations.</p>	

French	<p>Kapow: French Monster Pets (CF)</p> <p>Space exploration</p>	<p>Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary. Rehearsing and recycling extended sentences orally. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p>	<p>Use relevant strategies to build vocabulary Speak audibly and fluently Collaborate with peers by articulating ideas and feeding back to others in response.</p>	Kapow assessment quiz
Global / Eco links	<p>Adaptation of animals linked to welfare and protective status (Science)</p> <p>Protecting oceans (Geography) considering the environmental impact of pollution - link to local rivers? Opportunity for social action?</p> <p>Democracy and freedom in societies</p>	<p>Explore animal welfare and protection</p> <p>Plastic pollution - environmental impact</p> <p>Democracy - Ancient Greece</p>	<p>Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary Speak audibly, fluently Participate in discussions presentations and debates</p>	Final work produced/ presentation
Career Links	<p>Look for ongoing opportunities to reflect and explore on linked careers</p>	<p>SLR consulting ongoing discussion - ecologist / river survey</p>	<p>Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary</p>	Response to zoom visit e.g. letter / poster

			Speak audibly, fluently Participate in discussions presentations and debates	
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