



### English

Private Peaceful - Michael Morpurgo

Poetry by Benjamin Zephaniah

Greek Myths and Legends

Story  
Diary  
Playscript  
Discussions and Debates  
Persuasive writing - balanced discussion  
Poetry  
Biographies  
Comprehension Skills  
Creative writing styles and devices

### Maths - Hodder

#### Time

#### Distance

#### Weight

#### Decimals

#### Percentages

#### Capacity

#### 2D Shape

#### Angles, Area and Perimeter

#### Statistics

#### Fractions

### Science

#### 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.

#### Key Concepts

The properties of materials include their chemical properties - solubility, type of reactions etc.

These properties result in some mixtures being easily separated

In a chemical reaction new substances are made.

Most chemical reactions are not reversible.

### Geography - Collins - Climate Change

#### Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

The children will learn about the challenge of changing patterns of weather that contribute to longer-term climate change trends across the globe. This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. They are also able to appreciate that, generally speaking, the poorer the people and communities are, the more serious the impact often is. Pupils are encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term. The enquiry develops the children's understanding about the action that is being taken, during this century, across the world to reduce fossil fuel consumption through the development of renewable sources of energy.

### History - Collins - The Trojan Horse.

The pupils should be taught about:

#### Ancient Greece - a study of Greek life and achievements and their influence on the Western world.

This enquiry invites the children to explore the causes and consequences of the Trojan War, to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress? The children interrogate and reflect upon the nature of the evidence that exists to corroborate the story. They can also consider alternative viewpoints that have been formulated by modern-day historians and archaeologists.

Is there sufficient evidence to ascribe the status of historical fact to the story, or whether an alternative label - 'legend' or 'myth' - is more appropriate.

### Art - Sculpture

The children use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand about modelling and using different tools. They will be more reliant on their own ideas and knowledge of sculpting during the planning and designing process.

Children will: plan and design a sculpture; use tools and materials to shape, add texture and pattern.

Develop cutting and joining skills, e.g. using wire.

Pupils will expand their knowledge by looking at a range of famous artists, they will comment on the work of famous artists and name their pieces of work.

#### Ancient Greek Pottery

We will be focusing on research of ancient Greek pottery, practising modelling skills using wire mesh such as bending and joining. The children will design their own pot and finally finish with creating a Greek pot.

### Design and Technology

**Design** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities

**Evaluate** - investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

The children will understand that the Ancient Greeks had simple resources available to them and that they made sandals which were fit for purpose out of those available resources.

They will create a sandal out of leather/hoop material and straps. To consider this question: Are these sandals fit for purpose?

### PHSE - Jigsaw

#### Dream and Goals

I can describe the dreams and goals of a young person in a culture different from mine.

#### Healthy Me

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.

### French - Oak Academy

FRANCE, to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally\* and in writing

understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to Build Sentences; and how these differ from or are similar to English

**PSHE**

RADIATE POSITIVITY

### Religious Education

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

Unit 2.4 How do Christians decide to live? What would Jesus do?

Unit 2.5 What do Christians believe Jesus did to 'save' people?

### Information Technology - Rising Stars

**Use sequence, selection and repetition in programs; work with variables and various forms of input and output.**

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Select, use and combine a variety of software on an array of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

The children will use vector and turtle graphics to explore geometric art, taking inspiration from the work of M C Escher, Bridget Riley and Ancient Greek patterns, as well as experimenting with different fractal landscapes.

**We are web developers**

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, be discerning in evaluating digital content.

Select use and combine a variety of software to design and create digital programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

The children will work together to create a website explaining e-safety and responsible online behaviour.

### Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Parkour  
Dance  
Gymnastics  
ball, Hockey, Rugby and Basketball

### Music - Music Express

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

**Our Community - Performance**

The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community both past and present.

**Celebration - Performance**

A lively celebration in song. The celebratory upbeat mood will have any audience joining in.

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**Je m'habille**

Learning some clothes

Describing clothes with colours

Describing clothes with colour and size

Saying clothes you have and using a conjunction

Saying clothes you don't have and using conjunctions

### Events

Grounds Days  
Bluebell Walk  
World Book Day - 3rd March  
Mother's Day - 27th March  
Easter Party  
Easter Service

HAPPY WORLD BOOK DAY

Happy Mother's Day

Easter