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|  | Engage  3.9.19 | Develop  9.9.19 | Develop  16.9.19 | Develop  23.9.19 | Develop  30.9.19 | Develop  7.10.19 | Innovate  14.10.19 | Express  21.10.19 |
| Events Diary |  |  |  |  |  |  | A mysterious box with a heavy lock is found. A sign on the box says ‘Do not open’. What should YOU do? |  |
| Maths  Year 3 | Number  Place value | Number  Place Value | Number  Place Value | Number  Place Value | Number  Addition and Subtraction | Number  Addition and Subtraction | Number  Addition and Subtraction | Number  Addition and Subtraction |
| Year 4 | Number  Place Value | Number  Place Value | Number  Place Value | Number  Place Value | Number  Addition and Subtraction | Number  Addition and Subtraction | Number  Addition and Subtraction | Number  Addition and Subtraction |
| Year 5 | Number  Place Value | Number  Place Value | Number  Four operations | Number  Four operations | Number  Four operations | Number  Four operations | Number  Four operations | Number  Fractions |
| Year 6 | Number  Place Value | Number  Place Value | Number  Four operations | Number  Four operations | Number  Four operations | Number  Four operations | Number  Four operations | Number  Fractions |
|  |  |  |  | Mathematics  Continue to use the concept and language of angles to describe position and direction to improve fluency.  Make their own amazing labyrinths! Use 3-D blocks and rope to make larger scale mazes in the outdoors or create paper-based or IT mazes on a smaller scale. Use positional language to guide others (blindfolded) around larger scale mazes in the outdoors or programme a floor robot to travel from the outer maze to the centre. Predict outcomes of instructions; test and debug as necessary.    Note  Children should play and practise with pre-drawn or constructed mazes before attempting to create their own in circular, square or other abstract shapes.  Ma G PS 3 Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.  DT M 1, 2; Co 1, 2, 3 | | |  |  |
| Speaking and Listening |  | Spoken language  Ask relevant questions to clarify meaning and show they have listened carefully.  En SL 3 Use relevant strategies to build their vocabulary.  Hi 8; Co 4, 5, 7; En SL 1  Listen to and join in with a performance of the Greek alphabet! Try to recite the alphabet in unison, reading from the phonetic alphabet. Write words and sentences from their diary entry in Greek, using a web-based translation tool.    Note  Display the Greek alphabet with the English alphabet so children can practise writing and forming the Greek letters in their own written work. Ask them ‘μπορείτε να το κάνετε?’ (Can you do it?) Are there any similar sounds, letters or words still used in English today? | Spoken language  Begin to take on different roles and responsibilities (e.g. chair, scribe).  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 8; En SL 1; En R C 1d  In groups, listen to, watch or read alternative versions of the story of the Trojan horse. Share findings with the main group, comparing the different versions of the legend and noting any differences between them. Make lists of the similarities and differences between each story. Discuss why versions differ and how reliable they think each source might be.    Note  Before getting started, play a simple ‘Chinese whispers’ game with a couple of tricky sentences to see how sentences change from the start of the circle to the end. How did the detail of the sentence change? Consider why some stories, myths and legends survive over thousands of years and why the details sometimes change as they are passed down through generations.  Spoken language  Make comments that explain their answers or opinions.  En SL 4 Articulate and justify answers, arguments and opinions.  Hi 8; En SL 9, 11  Imagine they are a resident of Troy observing the Trojan horse outside the city gates. Work in teams to create an argument for and against allowing the horse inside the gates. Take part in a debate: should the horse be welcomed in or sent on its way?    Note  Invite another adult, parent or peer to judge who makes the most persuasive argument. Did they manage to change the fortunes of Troy? Or did it end the same way? You may like to project a large image of the horse on an IWB as the debate rumbles on! | Spoken language  Begin to take on different roles and responsibilities (e.g. chair, scribe).  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 8; En SL 1; En R C 1d  In groups, listen to, watch or read alternative versions of the story of the Trojan horse. Share findings with the main group, comparing the different versions of the legend and noting any differences between them. Make lists of the similarities and differences between each story. Discuss why versions differ and how reliable they think each source might be.    Note  Before getting started, play a simple ‘Chinese whispers’ game with a couple of tricky sentences to see how sentences change from the start of the circle to the end. How did the detail of the sentence change? Consider why some stories, myths and legends survive over thousands of years and why the details sometimes change as they are passed down through generations.  Spoken language  Make comments that explain their answers or opinions.  En SL 4 Articulate and justify answers, arguments and opinions.  Hi 8; En SL 9, 11  Imagine they are a resident of Troy observing the Trojan horse outside the city gates. Work in teams to create an argument for and against allowing the horse inside the gates. Take part in a debate: should the horse be welcomed in or sent on its way?    Note  Invite another adult, parent or peer to judge who makes the most persuasive argument. Did they manage to change the fortunes of Troy? Or did it end the same way? You may like to project a large image of the horse on an IWB as the debate rumbles on! | Spoken language  Respond appropriately to comments made by others.  Listen to the story of Theseus and the Minotaur, looking at a range of images, paintings, statues and ancient drawings based on the myth. Use the pictures to discuss which parts of the story are shown in the images and sequence these in order.    Note  There are also many animations and films made of this legend that might help the children to understand the story more clearly.  En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Hi 8; En R C 1d | Spoken language  Respond appropriately to comments made by others.  Listen to the story of Theseus and the Minotaur, looking at a range of images, paintings, statues and ancient drawings based on the myth. Use the pictures to discuss which parts of the story are shown in the images and sequence these in order.    Note  There are also many animations and films made of this legend that might help the children to understand the story more clearly.  En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Hi 8; En R C 1d | Spoken language  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 11 Consider and evaluate different viewpoints, attending to and building on the contributions of others.  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Reading  En R C 4 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  Art & design  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Computing  Co 6 Select, use and combine a variety of software (including internet services) on a range 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.  D&T  DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  DT M 1 Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.  PE  PE 4 Perform dances using a range of movement patterns.  Before doing anything… Read the story of ‘Pandora’s Box’. What is the moral of the story? Have you ever let your curiosity allow you to do something you shouldn’t have?  What would you like to do with the box? Discuss and debate with your classmates what you should do. What decisions have you made and why?  When Pandora opened her box all sorts of evil things flew out. Can you remember what they were? What was left in Pandora’s box? Search out a story in the local news or newspapers which demonstrates hope. Share it with others in your class!  Let’s create our own boxes and fill them with good things that could be let out! What feelings, hopes and good things would you put into your box? Write a list of everything you would include. What ideas have your classmates had? Let’s discuss!  Design your box. How big will it be? How will it open and close? Will it have a lock? What colours and decorations will it have? How can you make it special? Draw your ideas and collect the materials you will need to make it.  Use your cutting, sticking and modelling skills to make your box. Later, we’ll present our boxes to Zeus, so make sure it is fit for the king of all the gods!  Draw, paint or collect items which represent good things. Perhaps a drawing of Aphrodite, Philophrosyne or a photograph of a friend or family member? Maybe a newspaper story about someone’s bravery or kindness? Write a short explanation of why each item is included in your box.  Many Greek stories were played out at the theatre and watched by hundreds of citizens. Actors often wore masks to show characters’ expressions. Working in groups, create your own mask to help you retell the legend of ‘Pandora’s Box’. What characters will you need and what will they look like?  Work in groups to create a short dance, mime or sequence of movements to tell the story. The gods love to watch theatre!  Present your performance to Zeus and the other gods, displaying your boxes full of hope and goodness. Let’s hope your performance pleases him!    CONGRATULATIONS! You have completed your Innovation Challenge. | Spoken language  Explore ideas using extended periods of discussion.  Receive a letter from Zeus commending them for their work on Pandora’s Box. As a reward, each of them will be anointed as a new god, but he requires them to think carefully about the type of god they will be and what they will represent. Discuss their ideas in small groups, reflecting upon the criteria Zeus has set for a new god or goddess.    Note  Revisit the full range of Greek gods and goddesses. What kind of things does each god do or represent? Are there any gaps in the council they could fill?  En SL 11 Consider and evaluate different viewpoints, attending to and building on the contributions of others.  En SL 7; Hi 8  Spoken language  Use understanding of characters or situations to adapt speech, gesture and movement to create believable roles and scenarios.  The appointing ceremony! Practise reading their character descriptions. Take part in the anointing ceremony, being accepted by Zeus and presenting him with their papyrus.    Note  If Zeus is busy, perhaps the headteacher could visit to hear the children’s work and promise to send them to Zeus by first class delivery!  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En W C 5 |
| Reading | Reading  Understand what information they need to look for and be clear about the task in hand.  En R C 3 Retrieve and record information from non-fiction.  Hi 8; En SL 7; En R C 1d; Co 5, 7  Use a range of information books and other historical source materials to find out information about Zeus. Listen, read and watch animations of Zeus’ story, retelling it in their own words to sequence and understand.    Note  Are there any discrepancies between the different versions of Zeus’ tale? Why might the accounts be different?  Reading  Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.  En R C 4 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Hi 8; En W C 1b, 2d; En SL 9; Co 5, 7  Work in groups to find out about other gods and goddesses born of divine parentage such as Aphrodite, Apollo, Ares, Eirene, Pluto, Poseidon, Hestia, Hera, Demeter and Hebe. Use a range of information sources and stories to find out more, discussing the myths and legends that surround them. Make notes to describe the deity’s appearance, behaviour and actions, organising their ideas using headings, bullet points and mind maps.    Note  Each group should share their findings with the whole class. How are the gods similar or different? | Reading  Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.  En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  Hi 8; En R C 4; En SL 11  Listen to, read or watch an animated version of the legend of Icarus and Daedalus. Discuss what they think might be the message of this story and why it has been retold by generations over thousands of years. Consider whether the message of this story still remains true today.    Note  The tale of Icarus is still well-known today. It is worth explaining to children that many of these myths and legends have been passed down through generations by word of mouth and their messages are still relevant today. |  | Reading  Make some inferences about a character’s feelings, thoughts and motives based on the language used in the text (not always accurately).  In groups, choose a picture of either the Minotaur, King Minos, Theseus, Princess Ariadne or Aegeus, the King of Athens. Around each picture, write a list of feelings to suggest how each of these characters felt in the story. Add each character’s thoughts or words in speech or thought bubbles then compare and contrast these points of view, explaining the similarities and differences.    Note  Perhaps model one character before the children begin, showing them how to build up ideas from the character’s point of view. Children could use mind mapping software to present their work.  En R C 2c Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  En SL 4, 11; En W C 1b; Co 6 |  |  | Reading  Identify a few basic features of language (e.g. the use of adjectives or powerful words), and talk about how these contribute to meaning.  Read a range of character descriptions, describing different Greek gods. Highlight words that will help their own god seem powerful, important, magical or intriguing. After reading, begin to write their own sentences and paragraphs to add detail to their characterisations. Read sentences and paragraphs aloud as they work to ensure they make sense.    Note  Model ideas for your own god or goddess creation, demonstrating to the children how to build descriptive sentences and paragraphs about their characters.  En R C 2f Identify how language, structure, and presentation contribute to meaning.  En W C 1b, 2b, 3a |
| Writing | Writing  Begin to use paragraphs to group related material.  En W C 2b Organise paragraphs around a theme.  Hi 8; En W C 1a, 2a, 2d, 3b  Draft a short description of their favourite god or goddess, organising their ideas using headings and subheadings and making links between paragraphs. Consider how literary techniques such as alliteration and metaphor could be used to make their descriptions more exciting.    Note  Model examples of alliteration and metaphor, listening to children’s suggestions and working together to create exciting possibilities.  Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  En W C 4 Proof-read for spelling and punctuation errors.  Hi 8; Co 5, 7; En W C 3a, 3b; En SL 2, 4  Search the web for images of their chosen god or goddess. How many different images can they find? Download the image they feel best illustrates their description and create a electronic profile of their god or goddess. Check their work for errors in spelling and grammar before printing.    Note  Use hot-seating to ask a ‘god’ or ‘goddess’ questions. Children should be able to pose and answer questions based on their reading and research. Encourage empathetic answers thinking about how the god or goddess would respond. | Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a  Read an imaginary diary account from a day in the life of Icarus or Daedalus and consider what everyday life was like for them. Imagine they are either Icarus or Daedalus and draft ideas for a further diary entry written the day or week before they put their escape plan into action.    Note  Provide a range of historical resource materials so that children can find out about the lives of wealthy kings in ancient Greek times. Recap on features of diary writing, including personal tone, rhetorical questions, self-reflection, past tense and short sentences.  Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 8; En R C 1d, 3; Co 5, 7  Focus on the use of hypothetical questions. Analyse texts, highlighting examples and discussing their purpose in a piece of writing. Revisit their diary writing, considering where they can add one or two hypothetical questions.    Note  Explain to the children how a hypothetical question is used to make the reader think about something. Model some examples of rhetorical questions that Icarus might ask such as ‘What if my father thinks I am foolish? What harm can come to me? Birds fly, why can’t I?’  Writing  Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and preposition.  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  En W C 1a, 3b  Write a final copy of their diary entry, checking for and correcting any spelling, grammar and punctuation mistakes. Work with a partner to read aloud their diary entries, checking that they make sense and are fluently written.    Note  Encourage the children to read their diary entry aloud to an audience, reading with expression in character as either Daedalus or Icarus.  Writing  Evaluate their own and others’ writing suggesting improvements to grammar and vocabulary.  En W C 3a Assess the effectiveness of their own and others’ writing and suggesting improvements.  En W C 4, 5; En SL 9 | Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  En W C 4 Proof-read for spelling and punctuation errors.  Hi 8; En W C 3a, 3b; Co 1, 2, 3  Read commands given by Odysseus to his Greek soldiers for building the Trojan horse (Odysseus might have been a good leader, but in this activity he’s not very good at writing; his instructions make little sense and are all mixed up). Sequence Odysseus’ instructions into the correct order and make sure he has used the correct spellings and punctuation!    Note  Let’s check! Are the instructions now clear? Can we improve Odysseus’ instructions any further? Has he used a good range of imperative verbs to instruct his army? Instructions are a fundamental part of the computing curriculum; sorting out Odysseus’ commands is in fact debugging!  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a  Imagine they are Helen of Troy or a soldier in the Greek army. Write a set of instructions entitled ‘How to be rescued’ by Helen of Troy or ‘How to rescue a Queen’ by one of the soldiers inside the wooden horse.    Note  Encourage children to read their written ideas and sentences aloud to check they make sense. Some ideas could be modelled beforehand to help stimulate the children’s thinking. Helen’s instructions could be:  1. Climb to the top of the fortress walls.  2. Shout loudly and wave your arms.  3. Wear your crown and continue to look beautiful…  4. …  Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 8; En W C 5; Co 1  Edit and refine their instructions, checking their sentences to make sure they make sense and link together well. Read aloud their instructions, asking a partner to act them out.    Note  Remind the children that many of the soldiers and civilians of Troy would not be able to read or write. Any instructions would have to be remembered. Challenge them to remember their own instructions!  Writing  Evaluate their own and others’ writing suggesting improvements to grammar and vocabulary.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 3b, 4, 5; Hi 8; Co 1, 2, 3 | Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  En W C 4 Proof-read for spelling and punctuation errors.  Hi 8; En W C 3a, 3b; Co 1, 2, 3  Read commands given by Odysseus to his Greek soldiers for building the Trojan horse (Odysseus might have been a good leader, but in this activity he’s not very good at writing; his instructions make little sense and are all mixed up). Sequence Odysseus’ instructions into the correct order and make sure he has used the correct spellings and punctuation!    Note  Let’s check! Are the instructions now clear? Can we improve Odysseus’ instructions any further? Has he used a good range of imperative verbs to instruct his army? Instructions are a fundamental part of the computing curriculum; sorting out Odysseus’ commands is in fact debugging!  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a  Imagine they are Helen of Troy or a soldier in the Greek army. Write a set of instructions entitled ‘How to be rescued’ by Helen of Troy or ‘How to rescue a Queen’ by one of the soldiers inside the wooden horse.    Note  Encourage children to read their written ideas and sentences aloud to check they make sense. Some ideas could be modelled beforehand to help stimulate the children’s thinking. Helen’s instructions could be:  1. Climb to the top of the fortress walls.  2. Shout loudly and wave your arms.  3. Wear your crown and continue to look beautiful…  4. …  Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 8; En W C 5; Co 1  Edit and refine their instructions, checking their sentences to make sure they make sense and link together well. Read aloud their instructions, asking a partner to act them out.    Note  Remind the children that many of the soldiers and civilians of Troy would not be able to read or write. Any instructions would have to be remembered. Challenge them to remember their own instructions!  Writing  Evaluate their own and others’ writing suggesting improvements to grammar and vocabulary.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 3b, 4, 5; Hi 8; Co 1, 2, 3 | Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  Aegeus, the King of Athens, has written a letter to King Minos (available on The Hub) offering him a sacrifice of seven boys and seven girls to be sent to Crete and fed to the Minotaur. Read the King’s letter carefully highlighting any words and phrases which give them clues about how he was feeling.    Note  The King’s letter may also be missing full stops, capital letters, commas, and question marks. Can they correct them? Encourage the children to give feedback on the errors they found and explain how they improved the King’s letter.  En W C 4 Proof-read for spelling and punctuation errors.  En R C 1g, 2c  Writing  Note down new ideas, key words and topic specific vocabulary in a given planning format, with some appropriate detail.  Imagine they are either one of the children destined to be fed to the Minotaur or the Minotaur himself. Begin to draft and plan a letter from either character’s point of view to Aegeus, the King of Athens, explaining why they shouldn’t or should be eaten. Their letters can be comical or dramatic.    Note  Guide children’s thinking by mind mapping ideas and reasoning from each side. Why does the Minotaur think he should be given children to eat? Why do the children think they should be spared?  En W C 1b Discuss and record ideas.  Hi 8; En SL 7  Writing  Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.  Revisit their drafts, reading aloud to ensure they make sense and are correctly spelt and punctuated. Read to a partner and share ideas about ways that each other’s work could be improved. Write their letters out on an ‘ancient scroll’.    Note  Traditional and highly decorative Greek patterns could be used to make the children’s letters look amazing! Children will need to work carefully with precise hand eye co-ordination, perhaps using gold pens to make the scroll letters fit for a king!  En W C 5 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  En W C 3a, 3b, 4 | Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  Aegeus, the King of Athens, has written a letter to King Minos (available on The Hub) offering him a sacrifice of seven boys and seven girls to be sent to Crete and fed to the Minotaur. Read the King’s letter carefully highlighting any words and phrases which give them clues about how he was feeling.    Note  The King’s letter may also be missing full stops, capital letters, commas, and question marks. Can they correct them? Encourage the children to give feedback on the errors they found and explain how they improved the King’s letter.  En W C 4 Proof-read for spelling and punctuation errors.  En R C 1g, 2c  Writing  Note down new ideas, key words and topic specific vocabulary in a given planning format, with some appropriate detail.  Imagine they are either one of the children destined to be fed to the Minotaur or the Minotaur himself. Begin to draft and plan a letter from either character’s point of view to Aegeus, the King of Athens, explaining why they shouldn’t or should be eaten. Their letters can be comical or dramatic.    Note  Guide children’s thinking by mind mapping ideas and reasoning from each side. Why does the Minotaur think he should be given children to eat? Why do the children think they should be spared?  En W C 1b Discuss and record ideas.  Hi 8; En SL 7  Writing  Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.  Revisit their drafts, reading aloud to ensure they make sense and are correctly spelt and punctuated. Read to a partner and share ideas about ways that each other’s work could be improved. Write their letters out on an ‘ancient scroll’.    Note  Traditional and highly decorative Greek patterns could be used to make the children’s letters look amazing! Children will need to work carefully with precise hand eye co-ordination, perhaps using gold pens to make the scroll letters fit for a king!  En W C 5 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  En W C 3a, 3b, 4 |  | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  Begin to draft a description of their new deity, explaining who they are and what they represent. Are they a god or goddess of one thing or many (like most of the Greek deities)? Organise their ideas into categories including appearance, behaviour, personality, likes and dislikes.    Note  Children could place a photograph of themselves in the centre of a brainstorming sheet and build their god or goddess persona around it.  En W C 1b Discuss and record ideas.  En W C 2d  Handwriting  Form numbers of the correct size, orientation and relationship to one another.  Present their finished creations on an illustrated papyrus or parchment, using ink pens where possible (the Greeks wrote with reeds which held enough ink for just a word or two). Decorate their papyrus with illustrations that would please Zeus: juicy bunches of red and green grapes, fine wine goblets, silver and gold coins and beautiful Greek patterns.    Note  Encourage children to check through their work with an adult or partner before writing a final copy. Zeus would not be happy to see spelling errors or punctuation mistakes!  En W H 2 Increase the legibility, consistency and quality of their handwriting.  En W C 3a, 4; AD 2, 3 |
| Eco-schools | Discuss the themes of Eco-schools:  Biodiversity and nature  Climate change  Energy  Food  Global citizenship  Health and wellbeing  Litter  Marine and coast  School grounds  Transport  Waste  Water | Consider the criteria for the Bronze Award.Form an eco-committee across the school including nursery. Write letter to invite members from school, governor and parent/community group.  Set up eco-board in the hall. | Carry out an environmental review  One for EYFS to include nursery and one for primary.  Discuss findings  Add environmental reviews to hall display. | Make an action plan – look at areas that the school has not done and write out an action plan to work on those areas needed.  Add action plan to hall display. | Look at monitoring roles and responsibilities. | Ensure that eco-schools permeates the curriculum and provide evidence of this. | Inform and involve everyone in minutes of eco-schools committee findings etc.  Children to take charge of minutes. Add to display board in the hall. | Produce an eco-code for inclusion on display board in the hall.  Check criteria.  Apply for Bronze Award. |
| Science Y3  Gap analysis – science over the year. Link to eco-schools | Pupils should be taught to:  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | | | | | | |
| Science Y4  Gap analysis – science over the year. Link to eco-schools | Pupils should be taught to:  recognise that living things can be grouped in a variety of ways  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  recognise that environments can change and that this can sometimes pose dangers to living things | | | | | | | |
| Science Y5  Gap analysis – science over the year. Link to eco-schools | Pupils should be taught to:  describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  describe the life process of reproduction in some plants and animals | | | | | | | |
| Science Y6  Gap analysis – science over the year. Link to eco- schools | Pupils should be taught to:  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics | | | | | | | |
| Computing | Computing  Recognise which information is suitable for their topic.  Use PowerPoint and other presentation packages to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience.    Note  Reflecting back upon the whole project, discuss with the children the question ‘What did the Greeks do for us?’ In sharing this work, children need to be respectful and responsible.  Co 6 Select, use and combine a variety of software (including internet services) on a range 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.  Hi 8; PSHE 5b; En SL 9; Co 5, 7 | | | | | | | |
| Music | 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.  Timeline: https://mocomi.com/history-of-music/ | Making musical instruments from natural resources.  Musical instrument families. | The voice as a musical instrument.  Choral music and polyphony. | Music from around the world.  Greece – Rhapsodes  Indian Music  Italian – Renaissance  Opera | The Baroque period 1685  Bach and Handel | The Classical period  1750 – Mozart, Beethoven and Haydn | The Romantic period  1780 – Wagner and Chopin | Modern Day music – from 1952 onwards. |
| R.E. | The Creation Story introduction  Genesis Chapter 1  Godly Play  Y5/6 Creation and Science: conflicting or complementary? | The Creation Story  Y5/6 Cosmology and Evolution | The Creation Story  Y5/6 Christians have different ways of understanding Genesis | The Creation Story  Y5/6 Christian Views on Religion and Science | The Creation Story  Y5/6 Science and Religion – Key ideas. | The Creation Story  Y5/6 Wonder Poem | The Creation Story  Y5/6 Psalm 8 | The Creation Story  Y5/6 The Big Question: Creation and science: conflicting or complementary? |
| P.E – cornerstones. | PE  Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps,  sometimes with run ups.  PE 1 Use running, jumping, throwing and catching in isolation and in combination.  Hi 8; PE 3; Co 5, 7; En R C 3  Take part in athletic activities such as running, jumping and throwing. This will please the gods! Compete against each other, perhaps taking on the roles of citizens from different states of ancient Greece.    Note  Link athletic work to further research work about the types of festivals in which the ancient Greeks would participate, such as the Olympic games, the Pythian games and the Isthmian games. | PE  Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.  PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).  PE 1; En SL 1; PSHE 5f | PE  Create/perform a sequence of movement, showing good balance/ body tone.  Prepare for battle in ‘formation’, just like the Greeks! Practise synchronised battle movements such as marching, halting, turning and charging. Take on the role of the hoplites, forming ranks to create a giant phalanx. Use web searches to find out the meaning of battle terms and see examples of Greek army formations.    Note  Encourage children to work together in groups, keeping in step and manoeuvring around the hall or outdoors as the phalanx of the army. Use directional language to give commands: left, right, forwards, backwards, charge, fire and halt!  PE 3 Develop flexibility, strength, technique, control and balance.  En SL 9; Co 1, 5, 7 | PE  Create/perform a sequence of movement, showing good balance/ body tone.  Prepare for battle in ‘formation’, just like the Greeks! Practise synchronised battle movements such as marching, halting, turning and charging. Take on the role of the hoplites, forming ranks to create a giant phalanx. Use web searches to find out the meaning of battle terms and see examples of Greek army formations.    Note  Encourage children to work together in groups, keeping in step and manoeuvring around the hall or outdoors as the phalanx of the army. Use directional language to give commands: left, right, forwards, backwards, charge, fire and halt!  PE 3 Develop flexibility, strength, technique, control and balance.  En SL 9; Co 1, 5, 7 | PE  Compare, develop and adapt movements and motifs to create movement patterns.  Work in pairs to create a Theseus and the Minotaur dance based on their final, fiery battle. Explore movements, building up to the final confrontation and moving in response to words (such as creeping, turning and pausing) to demonstrate how the two moved through the labyrinth towards their encounter. Create a climatic final sequence of movements as the opponents battle and the Minotaur is slain.    Note  Remind children that battling movements should be carried out in controlled and carefully choreographed slow motion. Practise again with slow and sinister music, refining their work so that actions fit the music.  PE 4 Perform dances using a range of movement patterns.  Hi 8; PE 6 | PE  Compare, develop and adapt movements and motifs to create movement patterns.  Work in pairs to create a Theseus and the Minotaur dance based on their final, fiery battle. Explore movements, building up to the final confrontation and moving in response to words (such as creeping, turning and pausing) to demonstrate how the two moved through the labyrinth towards their encounter. Create a climatic final sequence of movements as the opponents battle and the Minotaur is slain.    Note  Remind children that battling movements should be carried out in controlled and carefully choreographed slow motion. Practise again with slow and sinister music, refining their work so that actions fit the music.  PE 4 Perform dances using a range of movement patterns.  Hi 8; PE 6 |  | PE  Compare, develop and adapt movements and motifs to create movement patterns.  Create a group dance to celebrate the anointing of class members to the Gods’ Council. Work together to create co-ordinated movements, perhaps as they walk from Athens to the Parthenon (Greek: Παρθενώνας), the ancient temple on the Athenian Acropolis. Think about how their god or goddess would move as they make their way up to their council seat.    Note  Provide the children with a sample of Greek music for them to move to.  PE 4 Perform dances using a range of movement patterns.  Hi 8; En SL 11; Mu 5  PE  Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.  Take part in a mini Olympics tournament in which teams represent different ancient states. Invite parents and carers to join in with activities and keep scores.    Note  The winning state could be awarded golden medals for their victory! If possible, dress as ancient Greeks (a white sheet tied over the shoulder can look authentic, but make sure shorts are worn underneath as it can be windy on Mount Olympus!)  PE 1 Use running, jumping, throwing and catching in isolation and in combination.  PE 6; En SL 9 |
| PHSCE | School rules and routines.  We are all different.  Celebrate differences | Inspire  Support  Believe  Achieve  Look at our mission statement values. | Relationships  Y3/4 What are the rules that keep us safe?  Y5/6 What makes a community?  R7, R8, R9 Y3/4  R15 | Relationships  Y3/4 What can we do about bullying?  Y5/6 What does discrimination mean?  R1 Y3/4  R10, R13, R14, R18 Y5/6 | Relationships  Y3/4 What is diversity?  Y5/6 What does discrimination mean?  R11 Y5/6  R16 Y5/6 | Relationships  Y3/4 What is diversity?  Y5/6 What does discrimination mean?  R17 Y5/6 | Relationships  Y3/4 How can we be a good friend?  Y5/6 What makes a happy and healthy relationship?  R2, R3, R4 Y3/4  R12, Y5/6 | Relationships  Y3/4 How can we be a good friend?  Y5/6 What makes a happy and healthy relationship?  R5, R6 Y3/4  R19 Y5/6 |
| PSHE - cornerstones | Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring).  Think about conflict in their modern daily life, suggesting ways of resolving differences and conflicts. Discuss everyday scenarios and act out ways of finding good solutions. Act as a ‘jury’ to make a decision about given scenarios: what do they consider a fair resolution to the problem?    Note  Athens had law courts with trial by jury. Juries were larger than the ones we have today, sometimes involving as many as 500 citizens! After listening to the evidence, jurors voted by placing metal discs into one of two jars – one for guilty, one for not guilty.  PSHE 2f Resolve differences by looking at alternatives, making decisions and explaining choices.  PSHE 2a; En SL 7, 9 | | | | | | | |
| French | Y3/4 Moi - Greetings  Y5/6 Carnaval des animeaux  To know the names of different animals | Y3/4 Moi – numbers 1-10 Quel age a tu?  Y5/6  Carnaval des animeaux  To know the names of different animals and their habitats | Y3/4 Moi – make simple statements about your name and age.  Year 5/6 Carnaval des animeaux  To know the names of different animals and their habitats. | Y3/4 Moi  Ask simple questions about name and age.  Y5/6 Carnaval des animeaux  To be able to tell the time on the hour. | Y3/4 Moi  Engage in simple conversations.  Y5/6 Carnaval des animeaux  To ask and answer simple questions about animals and where they live. | Y3/4 Engage in simple conversations.Y5/6 Carnaval des animeaux  To ask and answer questions about animals and where they live. | Y3/4 Jeux et chanson  Numbers 11-20  Understanding simple instructions in French  Y5/6 On fait la Fete  Saying what you can do well. | Y3/4 Jeux et chanson  Responding to song in french – body parts – heads, shoulders, knees and toes.  Y5/6 on fait la fete  Saying what you can do well. |
| Greek | To investigate Greece. | Say hello and goodbye, please, thank you, yes, no and you’re welcome. | Explore using greek symbols to write hello and goodbye and their own names.  Greek alphabet. | To learn how to count to 10 in Greek and to write the numerals. | To be able to ask how you are and to answer how you are feeling. | To know how to say – I’m sorry, I need help, pleased to meet you, hi. | To know how to say that you don’t understand. | Recap what we have learnt. |
| History | History  Use appropriate historical vocabulary to describe key features of the time period.  Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  En SL 2, 5; En W C 1b  Visit or loan ancient Greek artefacts from a local museum and become ‘history detectives’! Look carefully at exhibitions, artefacts and museum signage and listen to experts talking about the topic. Ask questions to find out more information. Begin to collate information by drawing and note-making.    Note  Share findings collectively, comparing notes and cross-referencing information. Display findings on a learning wall or project map.  History  Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.  Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  En SL 4; PSHE 4b; Co 5, 6  Order events and dates from ancient Greek history on a timeline. Place and date significant events and people such as the first Olympic Games, the first Persian war and the Battle of Marathon, the Peloponnesian Wars, the reign and death of Alexander the Great, the discovery of displacement by Archimedes, the invasion of the Romans and the end of the city states, Athens and Macedon.    Note  Children could use appropriate software to create a digital timeline of Greek history. Ask the children ‘Is there anything on our timeline that links to life in modern times?’ | History  Choose the most important source material for a task, showing awareness of a range of sources.  Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  En SL 9; En R C 3; En W C 1b; Co 5, 6, 7  Use a range of historical source materials including books, artefacts, images and information books to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor. Record their findings using drawings, labels, notes, ICT and written work.    Note  Children could work in separate research groups to explore different aspects of everyday life. Homes, children, food and warfare would all make interesting research topics. Each group could then give a short presentation on their findings.  History  Explain how a significant figure of the period influenced change.  Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  En R C 3; Co 5, 7  Find out about other famous Greeks such as Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great. Use a range of historical resource materials to find out the information and record on ‘Top Trump’ style cards. Decide as a class the categories for each card.    Note  Categories could include date of birth, date of death, inventions, battles won, influence on modern life and intelligence! | History  Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.  Look at a selection of images of ancient Greek soldiers. Find out what they wore and what weapons they fought with. Draw a detailed illustration of a Greek soldier, correctly labelling his uniform and weapons.    Note  Children could find out the differences between warriors who were wealthy, such as hoplites, and those who were not, such as psiloi.  Hi 8 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  AD 2; En R C 3; Co 5, 7  Listen to the story of the Battle of Marathon and the heroism of the Greek messenger, Pheidippides. Consider how this legend has continued into modern life. How many ‘marathons’ are run worldwide today?    Note  Children could find out about some more contemporary long distance athletes such as Haile Gebrselassie, Paula Radcliffe and Mo Farah. |  |  |  |  |  |
| Geography | Geography  Draw sketch maps and plans using agreed symbols for a key.  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge HP 1; En R C 1d  Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece including important geographical features such as islands, seas and mountains.    Note  Tell the story of the war between the two states of Sparta and Athens, highlighting their differences and explaining the reasons for the war. | Geography  Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge LK 1; Ge HP 1, 2  Locate Greece on a globe or world map, identifying the continent on which it lies and which countries surround it. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.    Note  Children could use satellite mapping tools to plot their route, estimating the distance travelled and how long the journey might have taken. |  | Geography  Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.  Look at and investigate the island of Crete and the Palace of Knossos using world maps. Draw a simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today’s travellers. Does the Minotaur’s labyrinth (maze) really exist?    Note  Archaeologists have found no evidence that the Minotaur itself existed. However, they have found what looks like a labyrinth, many believing it to be the palace at Knossos with its many uneven rooms and corridors.  Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Ge LK 1; Co 5, 7 |  |  |  | Geography  Draw sketch maps and plans using agreed symbols for a key.  Look again at modern maps of Greece and find an area or region they would like to rule in their role as a new deity. Use maps, plans and the web to find out about the place they have chosen and draw a sketch map to identify its location.    Note  Children could also research its climate, terrain, ancient buildings and people using a selection of geographical source materials.  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge LK 1; Ge HP 1, 2; Co 5, 7 |
| Art and Design | Art & design  Use a range of modelling  materials and tools, choosing the one most appropriate to a given task.  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Hi 8; AD 3  Make a giant 3-D head of their chosen god or goddess using a wire former and papier mâché or modroc. Look at images of the Easter Island carvings for scale and inspiration and Greek sculptures for authenticity and style. Before sculpting, make drawings to decide on features, expressions and headwear. Once dry, paint with colour or use sponges to create the effect of stone or marble.    Note  Display their sculpted heads on plinths and columns, or even on Mount Olympus! Children’s writing about the gods and goddesses could be displayed alongside their sculptures. |  |  | Art & design  Use a range of artistic vocabulary to compare artworks of a particular genre or movement.  Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen and consider if any of the images and patterns relate to the myths and legends covered during the project.    Note  Draw or paint a scene in ancient Greek style for a vase or plate based on the story of Theseus and the Minotaur. Remember to use fine brushes and appropriately coloured paints.  AD 3 Find out about great artists, architects and designers in history.  Hi 8; AD 1, 2 |  |  |  |  |
| Design and Technology |  | D&T  Make realistic plans identifying processes, equipment and materials needed.  DT D 2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  DT M 1, 2; DT E 2; En W C 2d  Imagine they are Daedalus, the master craftsman. Invent a pair of wings for Icarus – ones that would withstand the sun’s heat! Experiment with design options, labelling moving parts. Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques. Explain how they will test their wings.    Note  Children could write instructions to explain to others how to make and test their wings. Do any of the designs work? There could be some inspirational inventors in the class! | D&T  Plan which materials will be needed for a task and explain why.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT D 2; DT M 1; DT E 2; AD 2; En SL 7  Construct their own decoy vessel using recycled materials. Use old milk cartons and soft drink bottles for the body, cutting windows or trap doors for the soldiers to climb in and out. Plan their ideas in a sketch book, labelling each part of their design. Then construct their design, attaching it to a wheel-based axle to enable it to be moved inside the wooden gates. Decorate their vessel using paint, paper, felt, card and other materials.    Note  Children could work in small groups to make fewer horses but on a bigger scale, using materials such as large card tubes, bigger bottles and containers. Use small world figures to place inside the horse! Or how about one huge horse that hides everybody? |  | D&T  Plan which materials will be needed for a task and explain why.  Make a Minotaur’s head using an inflated balloon as a base and attaching two toilet tissue rolls as a base for bull-like horns. Cover with two or more layers of papiér mâché, then use scrap materials such as egg boxes, yoghurt cartons and masking tape to create facial features. Check out a range of images and artwork of the Minotaur for inspiration.    Note  Children could also use CAD-CAM software to design and print an image of their Minotaur’s head.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT M 1; DT D 2; Hi 8 |  |  | D&T  Plan which materials will be needed for a task and explain why.  Use their modelling and making skills to create a crown, shield or sword fit for a god or goddess. Use a range of modelling materials including card, foils, gems, gold, silver paper and wire.    Note  Provide a range of images and drawings to inspire the children’s work.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT M 1; AD 2 |