

**Spring 2026**

## **Y6 Ancient Greece Learning Sequence**

### **Synopsis:**

Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and geography of Greece. Explore different kinds of historical sources and evaluate their usefulness. Compare how the Ancient Greek civilisation still has a lasting impact on modern life, through the Olympic Games, the Hippocratic oath that doctors must take, forms of theatre such as comedy and tragedy, democracy as a form of government, marathon races, mathematical and scientific ideas, architecture, language and myths and legends.

In **English**, children will explore two fiction genres of mystery stories and stories from Ancient Greece (The Adventures of Odysseus). They will also study non-chronological reports.

In **Maths**, children learn ratio and proportion, algebra, decimals, percentages and measure (perimeter, area and volume).

In **Science**, children study Evolution and Inheritance, and Animals including humans.

In **History**, children Ancient Greece.

In **Art**, children learn about printing.

In **D&T**, children will learn about programming micro: bits, spreadsheets, and being safe in a digital world.

In **Computing**, children will be introduced to text-based coding through Python, and will learn how to use spreadsheets.

In **Music**, children will use the Charanga music scheme to learn about 'Creative composition' and 'Musical styles connect us'.

In **PE**, children will take part in Football, Gymnastics, Cricket and Outdoor Activities

In **PSHE**, children take part in Jigsaw lessons on the theme of Dreams and Goals and Healthy Me.

In **RE**, children will consider the questions: 'Does belief in Akhirah (life after death) help Muslims to lead good lives?' and 'What difference does the resurrection make to Christians?'

In **French**, children learn about French Sport and the Olympics.

**Length of theme: 10 ½ weeks**

## English

### Suspense and mystery – The Old Mill model text and The London Eye Mystery

#### Writing Objectives

##### Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.

Become familiar with the language of writing e.g. figurative language, imagery, style and effect.

Develop characters, settings and atmosphere using language and vocabulary from reading/books.

Integrate dialogue to advance action and convey character.

Use dictionaries (and thesauruses) to check meaning of new words/language.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

##### Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words.

Identify audience and purpose when writing.

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Assess effectiveness of own and others' writing.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Précis longer passages.

Proof-read for spelling and punctuation errors.

#### Grammar & Punctuation

#### English Learning Sequence

Children will:

- Draw story maps and use actions to retell the story.
- Perform the story using expression.
- Discuss any new vocabulary and comprehension of the text.
- Use the story to revise and learn several grammar focuses: fronted adverbials, commas to mark clauses and for lists, expanded noun phrases, adverbials for cohesion, verb openers.
- Use a 'feelings graph' to show how character's emotions alter during the story.
- Note quotes from the text to mark the ups and downs.
- Explore the setting. In role as the main character, write a diary entry.
- 'Box up' the story to see the underlying pattern that they will be able to use when writing their own story.
- Complete the planner as a whole class, sharing ideas for a new story.
- Complete their own planner for their own story.
- Create a writing toolkit as a whole class, focusing on learning to scare the reader or build suspense. Focus on how the writer has used the description of the setting and the character's actions to show how the character feels.

Use verb tenses consistently and correctly throughout their writing.  
Use active/passive voice for effect.  
Use perfect form to indicate time/cause.  
Use hyphens to avoid ambiguity.  
Use colons to introduce a list and mark boundaries between clauses.  
Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.  
Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).  
Identify formal/informal structures e.g. question tags, subjunctive form.  
Know and understanding the differences between spoken and written language.

### Text Structure & Features

Summarise and present familiar stories in their own words.  
Summarise main ideas from more than one paragraph using evidence.  
Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.  
Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.  
In fiction, consider how authors develop character and setting.  
Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.  
Evaluate how authors use language and consider effect on the reader.  
Use a wide range of devices to build cohesion within and across paragraphs.

### Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.  
Understand verb prefixes eg dis-, de-, mis-, over- and re.  
Spell some words with silent letters.  
Continue to distinguish between homophones and other words that are often confused.  
Use knowledge of morphology and etymology as a strategy for spelling.  
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  
Use a thesaurus to look for suitable synonyms.

- Use shared writing to create the class version of the story with the children planning and writing their own versions as an independent write.

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

## English

### *Stories from Ancient Greece – The Adventures of Odysseus*

#### Writing Objectives

##### Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.

Become familiar with the language of writing e.g. figurative language, imagery, style and effect.

Develop characters, settings and atmosphere using language and vocabulary from reading/books.

Integrate dialogue to advance action and convey character.

Use dictionaries (and thesauruses) to check meaning of new words/language.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

##### Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words.

Identify audience and purpose when writing.

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Assess effectiveness of own and others' writing.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

#### English Learning Sequence

##### Children will:

- Read aloud the Prologue (hide book cover).
- Discuss likes, dislikes, puzzles, patterns.
- Create mind maps on prior knowledge of Greek myths.
- Vocabulary discussion (e.g., diadem).
- Research Zeus, Hera, Athene, Aphrodite, Hermes, Poseidon.
- Create information posters for class display.
- Reveal the book cover; predict what Odysseus is like.
- Begin Role on the Wall for Odysseus.
- Discuss Penelope; annotate drawings of her at the loom.
- Write a letter in role as Odysseus to Penelope or Telemachus as he leaves for war.
- Include feelings, fears, hopes, and justification for leaving.
- Model emotional language, varied sentence structures, formal tone where appropriate.
- Re read pp. 22–25 from The Cyclops.
- Create short scenes as play scripts (include stage directions).
- Perform in groups; explore freeze frames and character questioning.
- List key events from The Cyclops episode.
- Create annotated storyboards.
- Practice oral storytelling in pairs/groups.

Précis longer passages.

Proof-read for spelling and punctuation errors.

## Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

Use hyphens to avoid ambiguity.

Use colons to introduce a list and mark boundaries between clauses.

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).

Identify formal/informal structures e.g. question tags, subjunctive form.

Know and understanding the differences between spoken and written language.

## Text Structure & Features

Summarise and present familiar stories in their own words.

Summarise main ideas from more than one paragraph using evidence.

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.

In fiction, consider how authors develop character and setting.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

Evaluate how authors use language and consider effect on the reader.

Use a wide range of devices to build cohesion within and across paragraphs.

## Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.

Understand verb prefixes eg dis-, de-, mis-, over- and re.

Spell some words with silent letters.

Continue to distinguish between homophones and other words that are often confused.

- Recap events.
- Explore visual storm imagery (photos/paintings).
- Create mixed media storm scenes showing the ship engulfed.
  
- Write a diary entry describing: The moment they saw Ithaca, opening the sack, The storm, Fear, guilt, regret
  
- Collect powerful vocabulary from the chapter (e.g., hungry wraiths).
- Write a diary entry as Odysseus seeing his mother among the dead.
- Begin drafting choral poetry in alternating voices (crew vs dead).
  
- Read Song of the Spheres.
- Discuss what Odysseus hears.
- Listen to ethereal music; gather vocabulary.
- Write a short persuasive speech by Odysseus describing the Sirens' song.
  
- Debate: Should Odysseus have sacrificed his men or warned them?
- Prepare arguments; run a class debate.
  
- Re read descriptions of Scylla and Charybdis.
- Draw using oil pastels, annotating key features.
  
- Read Ithaca and Father and Son.
- Retell events in order using illustrations as prompts.
- Map Odysseus's full journey.
- 
- Explore Odysseus's emotions returning home.
- Hot seat the character.
- Discuss feelings: anger, fear, wisdom, regret.
  
- Final extended writing project

Use knowledge of morphology and etymology as a strategy for spelling.  
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  
 Use a thesaurus to look for suitable synonyms.  
 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

- Children plan and write an additional chapter:
- Odysseus travelling inland with the oar
- Incorporate dialogue, action, atmosphere, tension
- Option to include gods/monsters
- Shared write an opening as a model.
- Edit, redraft final story

## English

### Non-chronological reports

#### Writing Objectives

##### Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

##### Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

#### English Learning Sequence

Children will:

- Introduce the class to The Ancient Greek Griffin with images, short clips, or a teacher-written fact page.
- Discussion: “*What makes a creature mythical?*”
- Children list prior knowledge about mythical Ancient Greek beasts (e.g., Minotaur, Hydra, Pegasus).
- Read the Model Text - a model Griffin report
- Create a text map for the Griffin report.
- Whole-class oral retelling using actions.
- Paired retellings, focusing on vocabulary variety.
- “Griffin Watch” interview: One child is a “mythical-creature expert,” the other a presenter. Role-play field-report presentations.
- Freeze-frames of a Griffin in its environment—children describe what they “see.”
- Children apply the boxing-up frame to the Griffin model.
- Explore Greek-myth vocabulary: *majestic, formidable, talons, hybrid, sentinel, ancient, legendary, etc.*
- Create glossaries
- Learn and practise strong topic sentences:  
 Clear definition: “*A Griffin is a majestic hybrid creature described in Ancient Greek mythology...*”  
 Use of generalisers: *most, many, typically,...*  
 Effective adverb openers: *Amazingly, Remarkably,...*

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Precis longer passages

Proof-read for spelling and punctuation errors

### Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use colons to introduce a list and mark boundaries between clauses

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses

Punctuate bullet points consistently

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

### Text Structure & Features

Summarise and present familiar stories in their own words

Summarise main ideas from more than one paragraph using evidence

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

Evaluate how authors use language and consider effect on the reader

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

### Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify

Understand verb prefixes eg dis-, de-, mis-, over- and re

Spell some words with silent letters

Continue to distinguish between homophones and other words that are often confused

Use knowledge of morphology and etymology as a strategy for spelling

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus to look for suitable synonyms

Link ideas with cohesive devices (*furthermore, additionally, moreover*)

Include rich sensory detail

Select factual vs. fantastical elements appropriate to a report

Presenting a creature's behaviours, magical powers, and dangers

A final intriguing fact to hook the reader

- Plan and draft an independent non-chronological report.
- Edit for clarity, cohesion, accuracy, and authorial effect.
- Use Year 6 grammar expectations (subordinate clauses, cohesion, formality).

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
 Choose the writing implement best suited to the task

## English

### *Guided Reading sessions*

#### English Objectives

##### Word Reading

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Read other words of more than one syllable

Read words with contractions and understand role of apostrophe

Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency

Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes

Sound out unfamiliar words accurately, automatically and without undue hesitation

Read words containing common suffixes

Read common exception words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound

Identify word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology

#### English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound and where these occur in the word

Identify further word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

### Comprehension

Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Read a wide variety of books that are structured in different ways for a range of purposes

Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures

Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text

Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text

Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)

Checking that the book makes sense to them, discuss and explore meanings of words in context

Ask relevant and pertinent questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify how language, structure and presentation contribute to meaning

Evaluate authors' use of figurative language and consider effect on the reader

Distinguish between fact and opinion

Retrieve, record and present information effectively from non-fiction books

Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views

Explain their understanding through detailed discussions, formal presentations and debates

## Maths

*Ratio and proportion, Algebra, Decimals, Percentages, Measure – perimeter, area and volume*

### Maths Objectives

#### Ratio and proportion.

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ].

Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

Multiply one - digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for

All year groups follow the Power maths mastery programme.

These curriculum objectives are covered in daily lessons through a small step, progressive approach.

comparison.

Solve problems involving similar shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.

Convert between miles and kilometres.

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ]

### Algebra

Use simple formulae.

Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with 2 unknowns.

Enumerate possibilities of combinations of 2 variables.

## Science

### *Evolution and Inheritance*

## Make Observations

Independently decide which observations to make.

## Perform Tests

Recognise and control variables where necessary.

Explain which variables need to be controlled and why.

## Ask Questions

Plan different types of scientific enquiry in order to answer questions.

Use science experiences to explore ideas and raise different types of question.

## Gather Data

Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs.

Report and present findings from enquiries, examining causal relationships and reliability of results.

## Analyse Data

Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning.

Interpret scientific evidence that has been used to support/refute arguments.

## Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

## Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions

- Build human life cycle Big Picture Model. (re-cap puberty, fertilisation, gestation, birth).
- Make DNA. Felt pen colours (genes) drawn along length of 2x yellow string (twisted).
- Explore hair colour, eye colour, ear lobes, etc.
- Look at family photos. Similarities/differences.
- Explore eye colour, ear lobes, tongue rolling.
- Explore non-inherited features.
- What is the effect of beak shape on the chance of survival? (Make beaks – pick up seeds/rice).
- Adaptation to cold (polar bears, penguins, seals).
- Adaptation heat/dryness (cactus, camel, elephant). Make different sized elephant ears (towels). Measure speed of evaporation.
- How do seals stay warm (effect of lard on hand in cold water. Use bag to increase fat layer)?
- Explore a range of fossil specimens.
- Re-cap fossil formation (Rocks yr3). Extend.
- Make a fossil (shell, plastic animal).
- Research fossil evidence for dinosaurs.
- Research fossil evidence for (horse, etc).

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.

## Science

### *Animals including humans*

#### Science Objectives

##### Make Observations

Independently decide which observations to make.

##### Perform Tests

Recognise and control variables where necessary.

Explain which variables need to be controlled and why.

##### Ask Questions

Plan different types of scientific enquiry in order to answer questions.

Use science experiences to explore ideas and raise different types of question.

##### Gather Data

Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs.

Report and present findings from enquiries, examining causal relationships and reliability of results.

##### Analyse Data

Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning.

Interpret scientific evidence that has been used to support/refute arguments.

#### Science Learning Sequence

##### Children will:

- Explore how the circulatory system works and be able to identify the role blood has within this.
- Accurately dramatise the processes of the circulatory system.
- Learn the importance of each of the components of blood, the names and what the parts look like.
- Explore the structure and function of the human heart.
- Explain how nutrients and water are transported through the body
- Investigate diffusion and osmosis
- Investigate resting heart rate and also the heart rate after exercise.
- Examine the impact of a healthy or unhealthy diet on the human body
- Examine the impact of exercise and lifestyle choices on the human body
- Identify the effects of drugs on the human body.

### Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

### Animals Including Humans

Identify and name the parts of the human circulatory system, and describe the function of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals including humans.

## History

*Ancient Greece: a study of Greek life and achievements and their influence on the western world.*

### History Objectives

#### Historical Concepts

Establish clear narratives within and across periods by using secure chronological understanding

Examine different aspects of history e.g. social, cultural, political and religious, in different contexts

Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts

Gain historical perspective by making connections between local, national and international history

#### Stories & Sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda

Explain why contrasting arguments and interpretations of the past exist

### History Learning Sequence

Children will:

- Locate Ancient Greece on world and European maps.
- Place Ancient Greek civilisation on a timeline.
- Identify key geographical features (islands, mountains, seas).
- Identify key features of Ancient Greek civilisation.
- Understand unity through common language, religion and cultural practices.
- Evaluate unity/diversity across Ancient Greece.
- Understand early democracy in Athens.
- Class debate: “Were the Greeks a united people?”
- Compare daily life, education, and government in Athens and Sparta.
- Understand democracy (Athens) vs dictatorship/military rule (Sparta).
- Understand rivalry between city states.
- Follow the narrative of the Peloponnesian War.
- Identify Greek colonies across the Mediterranean.

<p><b>Historical Questions</b> Address and devise a wide range of historically-valid questions about change, cause, impact and significance</p> <p><b>Historical Vocabulary</b> Develop and apply a range of historical vocabulary eg influential, narratives, perspective</p>	<ul style="list-style-type: none"> <li>• Understand reasons for colonisation (trade, land shortages, rivalry).</li> <li>• Examine photos of Greek ruins across Libya, Spain, France, Ukraine</li> <li>• Discuss terms: colony, empire, settlement.</li> <li>• Learn how historians use evidence to reconstruct the past.</li> <li>• Identify features of the Parthenon and how archaeologists know about painted sculptures.</li> <li>• Compare ruin photo with 3D reconstruction</li> <li>• Examine Parthenon frieze fragments</li> <li>• Look at recoloured statues</li> <li>• Identify key gods and analyse features of Greek myths.</li> <li>• Read and discuss myths (e.g., Athena’s birth)</li> <li>• Match gods to city states (Athena → Athens).</li> <li>• Create a “mini myth” retelling or comic strip.</li> <li>• Discuss and decide: What is the greatest legacy of Ancient Greece?</li> <li>• Focus: Olympics, democracy, science, architecture, theatre</li> <li>• Evaluate the significance of Greek achievements today.</li> <li>• Rank legacies based on impact.</li> <li>• Mini debate.</li> <li>• Final assessment – extended writing task</li> </ul>
--	---

## Geography

*Part of the History unit of learning: Ancient Greece*

<p><b>Geography Objectives</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features.</li> </ul>	<p><b>Geography Learning Sequence</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Children will use maps to explore Ancient Greece geographically.</li> <li>• Children will identify Greece, Athens, Sparta, Olympia, Corinth and Troy on maps of Europe as well as the Mediterranean and Aegean Sea.</li> </ul>
--	---

## Art

*Printing*

<p><b>Art Objectives</b></p> <p><b>Media &amp; Materials</b> Capture artistic process in sketch book</p> <p><b>Significant Artists</b> Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.</p> <p><b>Vocabulary</b> Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative</p> <p><b>Skills</b> Master art/design techniques with wide range of materials</p>	<p><b>Art Learning Sequence</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Look at examples of traditional Ancient Greek art, such as pottery patterns, geometric borders, and motifs from temples.</li> <li>• Discuss common features like symmetry, repeated patterns, and mythological symbols.</li> <li>• Talk about how Ancient Greek artists used shapes and lines to create harmony and balance.</li> <li>• Identify key motifs (e.g., meanders, laurel wreaths, waves) and discuss their meanings.</li> <li>• Demonstrate two methods: String Relief Printing – arranging string on a block to form raised geometric patterns; Foam Engraving – carving into foam to create detailed motifs or figures.</li> <li>• Choose a traditional Greek motif or border pattern and sketch it out. Think about how to simplify the design for printing while keeping its authentic style.</li> <li>• Use the two printing techniques to represent their chosen design:</li> <li>• One block using engraving for fine details.</li> <li>• One block using string relief for bold, linear patterns.</li> <li>• Plan Your Colours: Select two colours for the layered print. Consider colours inspired by Greek pottery and architecture (e.g., terracotta, black, white, or deep blue).</li> </ul>
--	--

**D&T**

*Micro-bits programming*

<p><b>D&amp;T Objectives</b></p> <p><b>Design</b> Communicate, generate and develop ideas, drawing on other disciplines e.g. science, maths, computing.</p> <p><b>Evaluate</b> Explain and understand how key events and individuals in D&amp;T helped to</p>	<p><b>D&amp;T Learning Sequence</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Program a micro:bit to display images on the screen.</li> <li>• Use a temperature sensor to trigger an event.</li> <li>• Create a file that can be transferred to a micro:bit.</li> </ul>
---	--

shape the world.

## Technical Knowledge

Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products.

Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors).

## Computing Objectives

### Computer Science

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

Solve problems by decomposing them into smaller parts.

Use sequence, selection and repetition accurately in programs.

Accurately manipulate a wide range of variables and various forms of input/output.

Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs.

- Use accelerometer gestures to monitor the position of the micro:bit to trigger events.
- Create a loop that runs for a set number of times.
- Add music and speech to a micro:bit.
- Use a list command to organise a series of images.
- Use python syntax to represent an image.
- Use the import feature.
- Create a variable.
- Use the random feature within a program.
- Use more than one variable in a program.
- Perform calculations.
- Use the repeat until command to stop a loop.

## Computing

### *Purple Mash Computing Scheme of work unit 6. Introduction to Python*

## Computing Objectives

### Computer Science

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Solve problems by decomposing them into smaller parts

Use sequence, selection and repetition accurately in programs

Accurately manipulate a wide range of variables and various forms of input/output

Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs

## Computing Learning Sequence

Children will:

- Explain what Python is and compare it to block-based coding.
- Know Python has strict rules that must be followed for code to work.
- Use quotes, brackets and capitals correctly in my code when printing messages to screen.
- Debug errors in simple commands.
- Type simple number calculations in Python.
- Use Python to solve maths problems.

- Debug errors in mathematical commands.
- Explain why repetition is used in some computer programs.
- Understand what a 'for loop' is and can use 'for loops' in programs.
- Import a function from the Python library.
- Use the sleep function to control the speed of my code.
- Explain what a graphical user interface is.
- Know what a sprite is and how to change its position on screen.
- Use 'sleep' function to control the timing of movement.

## Computing

### Purple Mash Computing Scheme of work unit 6.9 Spreadsheets (Microsoft)

#### Computing Objectives

##### Digital Literacy

Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs.

##### E-Safety

Confidently, competently and responsibly use information and communication technology.

#### Computing Learning Sequence

Children will:

- Know some uses of a spreadsheet tool.
- Navigate around a spreadsheet using cell references.
- Enter data into cells.
- Understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.
- Use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.
- Use the series fill function.
- Recognise how using formulae allows the data to change and the calculations to update automatically.
- Use a spreadsheet to model a situation.
- Use a spreadsheet to solve a problem.
- Use the SUM function.
- Use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet.
- Know what is meant by a delimiter.
- Understand how to sort data.

	<ul style="list-style-type: none"> <li>• Know how to incorporate formulae for percentages, averages, max and min into their spreadsheets.</li> <li>• Gain familiarity with range notation.</li> <li>• Know some shortcuts that help to make data meaningful.</li> <li>• Begin to develop a critical eye when it comes to the conclusions that can be made from data.</li> </ul> <ul style="list-style-type: none"> <li>• Know that there are ways to represent their data graphically and that spreadsheets can make the process of representing data easier.</li> <li>• Gain an understanding of how a graphical representation can make data easier to interpret.</li> <li>• Make a variety of charts using Sheets.</li> <li>• Illustrate their data using sparklines and data bars.</li> </ul>
--	--

## Computing

### *Being Safe in a Digital world – 2BeSafe - Purple Mash Computing Scheme*

<p><b>Computing Objectives</b></p> <p><b>E-Safety</b>  <b>Confidently, competently and responsibly use information and communication technology</b></p> <p><b>Information Technology</b>  <b>Be discerning in evaluating the reliability of digital content</b></p>	<p><b>Computing Learning Sequence</b></p> <p>Online reputation – Children will:</p> <ul style="list-style-type: none"> <li>• explain the ways in which anyone can develop a positive online reputation.</li> <li>• explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.</li> </ul> <p>Online bullying – Children will:</p> <ul style="list-style-type: none"> <li>• describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>• explain how someone would report online bullying in different contexts.</li> </ul> <p>Health, Wellbeing lifestyle – Children will:</p>
---	--

	<ul style="list-style-type: none"> <li>• describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>• recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</li> <li>• recognise features of persuasive design and how they are used to keep users engaged (current and future use).</li> <li>• assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</li> </ul>
--	--

**Music**

*Charanga – Creative Composition*

<p><b>Music Objectives</b></p> <p><b>Performing</b>          Play (including ensembles) melody following staff notation written on one stave          Accompany melodies using block chords / bass line          Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests          Read and play confidently from rhythm notation cards / rhythmic scores</p> <p><b>Composing</b>          Create music that includes repetition and contrast, using chord changes          Extend improvised melodies beyond 8 beats over a fixed groove          Plan and compose an 8- or 16-beat melodic phrase</p> <p><b>Listening</b>          Listen with attention to detail to combination of high-quality recorded and live music          Appreciate and understand music from range of origins, traditions, historical periods and social contexts</p>	<p><b>Music Learning Sequence</b></p> <p>A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> <li>• Musicianship (Understanding music and/or Improvise together)</li> <li>• Listening and Responding</li> <li>• Learn to Sing the Song</li> <li>• Play your instruments with the song</li> <li>• Composing and improvising</li> <li>• Perform the song</li> <li>• End of Unit Quiz</li> </ul>
---	---

Evaluate and discuss music using increasing complex language

**Singing**

Sing broad range of songs (including syncopated rhythms) as part of a choir

Continue to sing 3- and 4-part rounds / partner songs

Continue to perform range of songs as choir to range of audiences

**Music**

*Charanga – Musical styles connect us*

**Music Objectives**

**Performing**

Play (including ensembles) melody following staff notation written on one stave

Accompany melodies using block chords / bass line

Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests

Read and play confidently from rhythm notation cards / rhythmic scores

**Composing**

Create music that includes repetition and contrast, using chord changes

Extend improvised melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase

**Listening**

Listen with attention to detail to combination of high-quality recorded and live music

Appreciate and understand music from range of origins, traditions, historical periods and social contexts

**Music Learning Sequence**

A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Musicianship (Understanding music and/or Improvise together)
- Listening and Responding
- Learn to Sing the Song
- Play your instruments with the song
- Composing and improvising
- Perform the song
- End of Unit Quiz

Evaluate and discuss music using increasing complex language

**Singing**

Sing broad range of songs (including syncopated rhythms) as part of a choir

Continue to sing 3- and 4-part rounds / partner songs

Continue to perform range of songs as choir to range of audiences

**PE**

*Football*

**PE Objectives**

**Communication**

Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel

Evaluate and recognise own and others' success and identify strategies for improvement

**Participation**

Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship

Apply range of principles suitable for attacking and defending

**Competence**

Use a broad range of skills in isolation and in combination to become physically confident

**PE Learning Sequence**

Children will:

- Know how to move with the ball using the correct technique.
- Move with the ball with control and at speed.
- Change direction with the ball.
- Pass the ball using the correct technique.
- Pass and receive the ball with control and accuracy.
- Use dribbling and passing skills together.
- Use at least two different attacking skills and techniques.
- Identify different attacking methods used in a game.
- Use at least two different defending skills and techniques.
- Identify different defending methods used in a game.
- Use protecting and invading skills in a game.
- Keep score and play as part of a team.
- Use leadership skills.
- Follow rules and instructions.
- Contribute towards the success of their team when attacking or defending.
- Evaluate their own and other's work and suggest ways to improve.

**PE**
**Gymnastics**
**PE Objectives**
**Communication**

Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel  
Evaluate and recognise own and others' success and identify strategies for improvement

**Competence**

Use a broad range of skills in isolation and in combination to become physically confident  
Master flexibility, strength, technique, control and balance

**Performance**

Perform dances and gymnastic routines on own and with others using a range of movement patterns  
Evaluate and compare performances with previous ones  
Demonstrate improvement to achieve personal best

**PE Learning Sequence**
**Children will:**

- Develop balance
- Develop jump strategy linking to vaulting
- Vaulting
- Perform rolls with control and balance
- Develop upper body strength for balances
- Perform different balances: shoulder balance; handstand
- Develop flexibility in preparation for cartwheels: stretches, splits
- Perform cartwheels and round offs
- Link moves to perform in front of others
- Review development of skills

**PE**
**Cricket**
**PE Objectives**
**Communication**

Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel.  
Evaluate and recognise own and others' success and identify strategies for improvement.

**Participation**

Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship.  
Apply range of principles suitable for attacking and defending.

**Competence**
**PE Learning Sequence**
**Children will:**

- React quickly and catch balls thrown at different heights and angles, keeping their eye on the ball at all times.
- Apply skills necessary to catch a ball effectively.
- Use their body to adapt and respond to balls thrown at different heights and angles.
- Learn to attack the ball using effective fielding techniques.
- Actively react to a ball hit by the batting team.
- Learn to use the most effective stopping technique.
- Practice effectively communicating with their team.
- Practice throwing the ball accurately over a large distance.

<p>Use a broad range of skills in isolation and in combination to become physically confident.</p>	<ul style="list-style-type: none"> <li>• Use a successful technique for throwing over distance.</li> <li>• Continue working to increase the power with which they throw a ball, aiming to throw a ball at least 10m.</li> <li>• Strike a bowled ball over a large distance into space.</li> <li>• Improve technique for hitting a bowled ball.</li> <li>• Practice moving their feet to angle a shot into space.</li> <li>• Improve bowling a ball overarm at a target.</li> <li>• Practise an effective overarm bowling technique, including making the ball bounce with delivery.</li> <li>• Aim for a specific target with their overarm bowl.</li> <li>• Apply striking and fielding skills to complete a circuit of activities.</li> <li>• Respond with quick reaction skills and catch a ball effectively.</li> <li>• Use the overarm throwing technique to send a ball over a large distance.</li> <li>• Use the overarm bowling technique to hit a target.</li> <li>• Apply their skills of hand-eye coordination to hit a ball.</li> <li>• Apply the long-barrier technique to field grounded balls.</li> </ul>
--	--

**PE**

*Outdoor Activities - Bushcraft*

<p><b>PE Objectives</b></p> <p><b>Communication</b> Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel.</p> <p><b>Participation</b> Participate in outdoor and adventurous activities</p>	<p><b>PE Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Discuss bushcraft: survival skills, respect for nature.</li> <li>• Safety briefing: fire pit, woodland hazards, tool handling.</li> <li>• Team-building game: “Blind Trail” – pupils guide blindfolded partners through a short woodland route.</li> <li>• “Knot Relay” – practice basic knots (reef knot, clove hitch).</li> <li>• Demonstrate shelter types (lean-to, A-frame).</li> <li>• In teams of 4–5, pupils collect sticks and build a shelter using natural materials and ropes.</li> <li>• Evaluate shelters for stability and teamwork.</li> <li>• “Fire Triangle Quiz” – oxygen, fuel, heat.</li> <li>• Safety briefing at fire pit.</li> <li>• Demonstrate fire-lighting using flint and steel.</li> <li>• Pupils (in small supervised groups) try lighting cotton wool or dry grass.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Discuss responsibility and safety.</li> <li>• “Bushcraft Bingo” – recall previous skills.</li> <li>• Revisit fire safety.</li> <li>• Pupils cook marshmallows or bread twists on sticks.</li> <li>• Discuss hygiene and safe handling.</li> <li>• Reflect on teamwork and enjoyment.</li> <li>• Orienteering challenge: find markers around the field/woodland.</li> <li>• Plenary: Share strategies and teamwork reflections.</li> </ul>
--	--

**RE**

*Does belief in Akhirah (life after death) help Muslims to lead good lives?*

<p><b>RE Objectives</b></p> <ul style="list-style-type: none"> <li>• To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</li> </ul>	<p><b>RE Learning Sequence</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Consider, explore and discuss what it means when someone leads a good life, the concept of right and wrong, and heaven and hell.</li> <li>• Learn about the Muhammad, Allah and the Qur’an and the Islam belief of Akhirah (life after death).</li> <li>• Revise the 5 Pillars of Islam and look at ideas surrounding how Muslims should behave towards each other.</li> <li>• Research Muslim beliefs/attitudes towards food, clothes, women, marriage, family life, older people and education.</li> <li>• Consider the unit question - Does belief in Akhirah (life after death) help Muslims to lead good lives? Generate arguments for and against.</li> <li>• Children consider what heaven means to them in relation to their learning in this unit.</li> </ul>
---	--

**RE**

*What difference does the resurrection make to Christians?*

<p><b>RE Objectives</b></p> <ul style="list-style-type: none"> <li>• Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> </ul>	<p><b>RE Learning Sequence</b></p> <p>Children will:</p>
---	--

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>• Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>• Show how Christians put their beliefs into practice in different ways.</li> <li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</li> </ul> | <ul style="list-style-type: none"> <li>• Revise the timeline of the 'big story', identifying and ordering some key concepts and key events.</li> <li>• Consider the question: Why do Christians think Jesus was resurrected? Work in role as detectives using some sources of evidence such as Luke's Gospel that describes the events three days after the death of Jesus by crucifixion.</li> <li>• Create and perform a playscript of part of the Easter narrative including characters, key lines in the script and stage directions.</li> <li>• Match pieces of artwork of the life of Jesus to the five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope.</li> <li>• Reflect on the changes in emotions for Christians between Good Friday and Easter Sunday.</li> <li>• Listen to and look at hymns and songs that are traditionally sung on Good Friday and Easter Sunday. Search for any evidence they can find for beliefs about the death and resurrection of Jesus in these songs. List what these songs say about the meaning of Jesus' death and resurrection.</li> <li>• Suggest how and why Christians might use the songs in their everyday lives, not just at Easter. Identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians.</li> <li>• Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice). Write a balanced argument following the debate.</li> </ul> |
|---|--|

### *Jigsaw – Dreams and Goals*

**PSHE Objectives**

- I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)
- I understand why it is important to stretch the boundaries of my current learning
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
- I can set success criteria so that I will know whether I have reached my goal
- I can identify problems in the world that concern me and talk to other people about them.
- I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
- I can work with other people to help make the world a better place
- I can empathise with people who are suffering or who are living in difficult situations.
- I can describe some ways in which I can work with other people to help make the world a better place.
- I can identify why I am motivated to do this
- I know what some people in my class like or admire about me and can accept their praise
- I can give praise and compliments to other people when I recognise their contributions and achievements.

**Jigsaw Learning Sequence**

*Personal Learning Goals:* Think about dreams and goals they have and why it is important to stretch ourselves. Teacher to talk about steps to success. Children to complete goal cards for their journals.

*Steps to success:* Listen to the Jigsaw song ‘For me’ and then discuss the lyrics. Look at different types of totem poles in N America. They usually represent and commemorate the Native Americans’ community ancestry, history, people and events. Children to create their own totem pole with steps to success for their goal.

*My dreams for the world:* Look at global slides about suffering and conflict. Discuss the slides in more detail in smaller groups. Children to complete bunting for their goal for the world. **N.B.** Link to British values

*Helping to make a difference* Recap on the global slides from last week. Think about how children could support these events/charities. Children to discuss and plan an event.

*Helping to make a difference 2:* Share project plans from last week. Plan the finer details of their project e.g. date, invites, activities

*Recognising our achievements:* Reflect on their tasks and achievements. Link it to sustainability and global neighbours.

## PSHE

### *Jigsaw – Healthy Me*

**PSHE Objectives**

- I can take responsibility for my health and make choices that benefit my health and well-being.
- I am motivated to care for my physical and emotional health.
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
- I am motivated to find ways to be happy and cope with life’s situations without using drugs.
- I understand that some people can be exploited and made to do

**Jigsaw Learning Sequence**

*Taking Responsibility for my health and well-being* Play a guessing game about things that can affect our health. Role play scenarios regarding health and well-being and discuss and offer ‘agony aunt’ advice.

*Drugs* Children consider the definition of a drug. Understand different categories of drugs and discuss the reasons for these categories. Sort

<p>things that are against the law.</p> <ul style="list-style-type: none"> <li>• I can suggest ways that someone who is being exploited can help themselves.</li> <li>• I know why some people join gangs and the risks this involves.</li> <li>• I can suggest strategies someone could use to avoid being pressurized.</li> <li>• I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness.</li> <li>• I know how to help myself feel emotionally healthy and can recognise when I need help with this.</li> <li>• I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</li> <li>• I can use different strategies to manage stress and pressure.</li> </ul>	<p>different drug names into one of the 4 categories. Think about questions involving drugs and possible peer pressure.</p> <p><u>Exploitation</u> Children discuss what they already know about ‘gangs’. Read a ‘real-life’ story about criminal exploitation. Discuss the story with links to gangs, traps and pressure. Re-read the story and highlight danger points and choice points for the character. Summarise by recapping advice the children would give to the main character.</p> <p><u>Gangs</u> Discuss and explain that the word gang can have different meanings. Play the ‘Gangs are...’ game. Use the outcomes of the game to explain reasons why people choose to join gangs. Discuss how people can get out of a gang if they no longer want to be involved.</p> <p><u>Emotional and Mental Health</u> Explore feelings and emotions when you are having a ‘good day’ vs a ‘bad day’. Discuss the terms ‘mental health’ and ‘emotional health’. Talk about what we can do to maintain positive mental and emotional health. Share suggestions. Children complete their own ‘emotional well template’.</p> <p><u>Managing Stress and Pressure</u> Children share what makes them feel stressed. Show pictures of adults under stress and discuss what is causing it. Explore what adults may do to help them cope with stress (healthy and damaging). Talk about healthy ways we can manage stress (mental and physical). Children make their own stress management cubes.</p>
---	--

**French**

*French Sports and the Olympics*

<p><b>French objectives:</b></p> <ul style="list-style-type: none"> <li>• To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</li> <li>• To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone.</li> <li>• To know that the way verbs change to match the pronoun is called conjugation.</li> <li>• To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).</li> </ul>	<p><b>French Learning Sequence</b></p> <p><u>We follow the Kapow scheme of work</u></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Accurately pronounce the name of a sport.</li> <li>• Construct simple sentences to say whether they like a sport or not.</li> <li>• Know where some of the countries are located in the world.</li> </ul>
---	---

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• To conjugate the verbs aller, jouer and faire.</li><li>• To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</li><li>• Beginning to predict spelling patterns.</li><li>• Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li><li>• Planning and giving a short oral presentation.</li><li>• Modifying, expressing and comparing opinions.</li><li>• Using intonation and gesture to differentiate between statements and questions.</li><li>• Speaking and reading aloud with increasing confidence and fluency.</li><li>• Giving a presentation drawing upon learning from a number of previous topics.</li><li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li><li>• Constructing a short text on a familiar topic.</li><li>• Playing the traditional French game of la pétanque.</li><li>• Researching information about the French cycle race la Tour de France.</li><li>• Comparing sporting activities in France and the UK.</li><li>• To know the rules for playing French bowls.</li><li>• To know how the maillot jaune is awarded during the Tour de France race.</li></ul> | <ul style="list-style-type: none"><li>• Identify some of the French country words using cognates and near cognates.</li><li>• Use the correct form of aller and the correct preposition in most cases in written exercises.</li><li>• Understand and accurately pronounce most words and phrases about sports.</li><li>• Follow the basic rules of pétanque.</li><li>• Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</li></ul> |
|---|---|