

Literacy and Language

Drama, film, storyboards

Silent movies- the effect music, facial features and body language has on the audience . Use of props to aid telling a story without words. Creating a storyboard and turning it into their own short silent movie.

Myths and legends from Ancient Greece.

Art

Sculpture – making their own Greek theatre mask.

Maths

Multiplication and division

Commutative law, as repeated addition and as arrays. Using the grid method to solve $O \times TO$ and $O \times HTO$ and formal column method.

Finding factors of numbers.

Solving division and multiplication number and word problems

Fractions

What did the Ancient Greeks do for us ?

Class 3

History

Investigating the lives of the Ancient Greeks a

nd how they influence us today- democracy, theatre, Olympic games,

Science

- pushes and pulls, friction, in everyday life, magnets.

Carrying out Investigations into friction and strength of magnets.

Computing

Digital communication and the web - how to stay safe online, how to use the internet responsibly.

PE

Gymnastics

RE

Rules for living – Christian values of justice and responsibility.

Why do we have rules ? What would happen if there were no rules ?

Rules in the Bible – Moses and the 10 Commandments

Geography

Investigating changes over time
Location knowledge, physical features , human and physical geography.

Music

Guitars

Spanish

Months of the year
All about me

<p>Driving theme - What did the Ancient Greeks do for us?</p>	<p>Main text : Greek Myths and legends, silent film , 'Rescued by Rover' (1905)</p>
<p>PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).</p>	
<p>As writers we will:</p>	<ul style="list-style-type: none"> ▪ use paragraphs as a way to group related material ▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>the conductor shouted, "Sit down!"</i>) ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary ▪ in narratives, creating settings, characters and plot ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ increasing their familiarity with a wide range of books, including fairy stories, <i>myths and legends</i>, and retelling some of these orally identifying themes and conventions in a wide range of books ▪ use the features use in silent films to write a story board for own silent film.
<p>As historians we will:</p>	<ul style="list-style-type: none"> • To use evidence to ask questions and find answers to questions about the past • To describe the social, ethnic, cultural or religious diversity of the past (Life and beliefs in Athens and Sparta) • To suggest suitable sources of evidence for historical enquiries. • To understand the concept of change over time (the Olympic games)

As artists we will:	<p>Designing and making a Greek theatre mask</p> <ul style="list-style-type: none"> • Create sketch books to record our observations and use them to review and revisit ideas • produce creative work, exploring their ideas and recording their experiences • develop ideas from starting points throughout the curriculum • use mouldable materials (papier mache, mod roc) • add material to provide interesting details
As scientists we will:	<ul style="list-style-type: none"> • observe how magnets attract and repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. • Set up simple, practical enquiries and comparative and fair tests.
As mathematicians we will:	<ul style="list-style-type: none"> • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit - grid method and formal column method • Solve problems, including missing number problems, involving multiplication and division • Find the area of rectilinear shapes by counting squares (link to multiplication) • Recognise and use fractions as numbers: unit fractions and non-unit

	<p>fractions with small denominators.</p> <ul style="list-style-type: none"> • Compare and order unit fractions, and fractions with the same denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
As geographer we will :	<ul style="list-style-type: none"> • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • • Use a wide range of geographical sources in order to investigate places and patterns. • Describe how a place has changed
During PSHE we will:	<ul style="list-style-type: none"> • We will look at how we can stay safe online • We will look at making responsible choices and what the consequences could be • We will find out about ways to protect ourselves online • We will discuss the difference between keeping something private and keeping something secret
During Spanish we will:	<ul style="list-style-type: none"> • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • describe people, places, things and actions orally and in writing
As Musicians we will: learn the guitar	<ul style="list-style-type: none"> • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear.

	<ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Compose and perform melodic songs.
Thinking spiritually we will:	<ul style="list-style-type: none"> • know that Moses received the 10 Commandments from God and that the story can be found in the Old Testament • know that the Commandments are the rules on which Christian Societies founded their law. • know that we/Christians try and follow God's rules and "live His way." • be able to create their own rules for living and explain briefly why they have chosen those rules; • understand why we have rules and grasp some understanding of what would happen if we didn't.
Using ICT we will:	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying.