



Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content.

Texts: A range of Greek Myths

Writing Styles and Genres

Narrative / - myths

Description

Non Chronological – information report

Maths
White Rose Unit: Fractions
White Rose Unit: Time

See the Long Term Plan for detailed small steps which set out the specific planned content.

Science: Plants

The children will learn to:

Identify and describe the functions of different parts of flowering plants including the roots, leaves, stem and flowers using diagrams, images and real plants.

Explore the requirements of plants for life and growth by creating fair experiments that include different growing conditions, such as sunlight/ darkness. Children will record and evaluate their results to ascertain which conditions provide optimum health and growth.

Explore the role of flowers in the lifecycle of flowering plants, identifying key parts of this process – pollination, seed formation and dispersal using secondary sources and nature walks within the school grounds.

Working Scientifically:

Ask relevant questions

Set up simple practical enquiries and comparative fair tests.

Observe experiments over time, measuring and recording findings in tables.

History: The Ancient Greeks
The children will learn to:
Understand life in Ancient Greece, including the lives of men, women and children.
Learn about democracy and how it impacted on Ancient Greek civilians.
Create timelines of key events in Ancient Greek history such as The Trojan War.
Learn about Ancient Greek conflicts.
Understand the importance of objects and artefacts in telling us about this period of history.
Understand the legacy of the Ancient Greeks, including the Olympics.
Investigate the importance of Alexander the Great to Ancient Greece.

Specific Planned Content
Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 27 → 32)

Music - Music Express - Unit: Environment/ Ancient Worlds

RE - Leeds Agreed Syllabus – Unit: What is Spirituality and how do people experience this?

PSHE - You, Me and PSHE - Unit: Mental Health and Emotional Wellbeing

Computing – Purple Mash – Unit: Branching Databases

French – Twinkl – Unit: Our School

Design Technology:

The children will learn to:

Use the design and creations of architects and designers from Ancient Greece and other historical periods to inspire their own designs.

Evaluate their designs, using their knowledge of Greek architecture to improve and develop it, explaining the reasons for their changes.

Use computers to create their design, thinking carefully about size, shape and measurements.

Select appropriate tools and materials to create the Greek Temple designs.

Make cuts and joins where needed to put the Temple together.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Resilience This will be shared by SLT and a whole school focus through assemblies, circle/ discussion times as well as PHSE.	Our knowledge organisers will be focused on Plants and the Ancient Greeks. These will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the subject.	In History we will learn about how Alexander the Great changed the course of history. We will also learn about the impact the Greek Gods had on civilisation. In DT we will be looking at the designs of Ancient Greek architects (Ictinus, Callicrates and Sostratus of Cindus). We will also look at the work of architects Robert Smirke and Thomas Jefferson to see how Greek architecture inspired building.	We will be learning about how different religions including, Islam, Judaism and Sikhism) worship and express their spirituality in music, dance, art and poetry. We will also come together with the local community to celebrate the Queens' Jubilee and 50th anniversary of the school.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.



- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• N/A	• N/A	• N/A

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
•	• I can collect data and input it into software. • I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). • I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool) • I can create purposeful (appropriate) content and attach this to emails	• Children demonstrate the importance of having a secure password and not sharing this with anyone else. • Children can explain the negative implications of failure to keep passwords safe and secure. • They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. • They know more than one way to report unacceptable content and contact.

Design and Technology: Threshold Concepts

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials)	• Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices.	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre.



• Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.		• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
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Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• N/A	• N/A	• N/A	• N/A

History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	• Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Compare some of the times studied with those of other areas of interest around the world.      	• Place events, artefacts and historical figures on a time line using dates • Use dates and terms to describe events. 	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. 

Languages (French): Threshold Concepts



n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
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PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSE: Threshold Concepts

Theme: e.g. Mental Health and Emotional Wellbeing

- Celebrate our achievements and set personal goals
- Understand how to deal with put-downs



- Identify and understand positive ways to deal with setbacks

RE: Threshold Concepts

Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
• Respond sensitively to a variety of examples of spiritual/religious arts • Begin to express ideas and beliefs through producing a piece of expressive art	• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms • Express their beliefs and values through creating a piece of expressive art	• Explore a wider range of beliefs expressed through various art forms • Consider how and why people express their spiritual side through the arts • Present their own beliefs and values by explaining a piece of expressive art they have created