

Computing

We will be using coding software to produce small interactive games linked to our topic.

Key Skills

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

History

We will investigate the history of Ancient Greece including the Summer Olympics and it's influence on how we live today

Key Skills

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ
- Suggest causes and consequences of some of the main events and changes in history
- Make comparisons between a period studied and present day
- Identify and explain key features an event
- Look for links and effects in time studied
- Compare some of the times studied with those of other areas of interest around the world
- 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

Science

We will study animals including humans, their habitats as well as evolution and inheritance.

Key Skill

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3)
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)
- Describe the simple functions of the basic parts of the digestive system in humans. (Y4)
- Identify the different types of teeth in humans and their simple functions. (Y4)
- Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)
- 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.

P.E

We will be covering skills and tactics linked to the following activities.

- Athletics
- Striking and fielding games
- Swimming



Geography

We will be investigating European geography and specifically the geography of Greece.

Key Skills

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Greece).
- Describe and understand key aspects of human and physical geography (UK, Greece and the rest of Europe).

Music

In music we will be learning about the Glockenspiel

Key Skills

- *Listen and appraise
- *Play notes on an instrument with care so that they are clear.
- *Perform with control and awareness of others.

Maths

We will be using a mastery approach to support our learning of; calculation, fractions, decimals and measurement

Writing

We will be using a variety of both non-fiction and fiction texts supported by talk for writing techniques.

Art/DT

We will be making flags using various sewing techniques.

Key Skills

- Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.

British Values

'What did the Ancient Greeks do for us?'

- Democracy and ostracism.
- Tolerance of other cultures and religions.
- Mutual respect

RE/PHSE

In RE we will be investigating 'For Christians, what was the impact of Pentecost?'

In PHSE we will be learning about financial responsibility and staying safe in the sun.

French

In French we will be developing our vocabulary and using this to create conversations.

Key texts

