



Topic overview – Year 4/5/6

Spring 1 and 2	
Topic name	Glorious Greeks
Big question	What have we gained from the Greeks?
Memorable experience	Visitor to school for an Ancient Greek themed film day Artefact box from New Walk Museum – handling artefacts
Outdoor learning	Greek Olympics – as part of film day.
Linked books	Percy Jackson and the Lightning Thief (class reader) Greek Myths – Marcia Williams Orchard Book of Greek Myths
Reading aims	Identify themes and conventions in books Develop positive attitudes to reading Read and understand non-fiction Make predictions from details stated and implied Ask questions to improve understanding
Writing aims	Narrative – stories with historical settings <ul style="list-style-type: none"> - Use dialogue to move the story on - Use a range of cohesive devices - Use figurative writing techniques e.g. personification, simile, metaphor - Different sentence types for purpose Explanation – entry for a Book of Mythical Beasts <ul style="list-style-type: none"> - modal verbs - parenthesis – commas, brackets, dashes - relative clauses - hyphens
Speaking & listening aims	Ask relevant questions to further their understanding Ask relevant questions to enhance further research and interest in the topic Listen to and respond to others Use appropriate vocabulary for purpose
Maths aims	Fractions, Decimals and Percentages - 7 weeks Measurement – length, area, perimeter and volume - 3 weeks Converting units of measurement – 1 week
Science aims	Forces: Children will learn to: <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
History aims	Children will learn to: <ul style="list-style-type: none"> - Use dates and terms to describe events in chronology, comparing to other historical events they have learnt about Vikings /Mayans/Greeks/Romans/ WW2/ - To describe social ethnic cultural or religious diversity of past society - To describe the characteristic features of the past and experiences of men, women and children - To use more than one source of evidence for a more accurate understanding of history
Geography aims	Children will: <ul style="list-style-type: none"> - Look at different maps of Europe to understand where the Ancient Greek Empire was in comparison to modern day Greece lived - Use maps, atlases and globes to locate countries and describe features
DT aims	Design, make and evaluate a catapult Children will: <ul style="list-style-type: none"> - Know and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots - Know how gears and pulleys can be used to speed up, slow down or change the direction of movement. - Critically evaluate how the designs are suitable/not suitable for the user
Art and design aims	Greek vases Children will learn to: <ul style="list-style-type: none"> - sculpt mouldable materials (clay / papier Mache / Modroc) - model in response to a drawing - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Music aims	Feelings through music / Enjoying musical styles Children will answer the question: How does music teach us about our community? Children will learn to: <ul style="list-style-type: none"> - Listen to and appreciate a range of musical styles



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	<ul style="list-style-type: none"> - Appreciate different textures in music - Think about how music can be used for many reasons and help us express our feelings - How we can use instruments to communicate different emotions
Computing aims	<p>Children will:</p> <p><i>Programming Music</i></p> <ul style="list-style-type: none"> - To tinker with a new piece of software (Sonic Pi). - To create a program that plays themed music. - To plan a soundtrack program. - To program a soundtrack. - To program music for a specific purpose. <p><i>Programming - Micro:bit</i></p> <ul style="list-style-type: none"> - To tinker with a new piece of software. - To program an animation. - To recognise coding structures. - To create a program for a specific task. - To create a program. - Understand how to keep safe online – Safer Internet Day 10th February
PSHE aims	<p>Economic Wellbeing</p> <p>Children will learn to :</p> <ul style="list-style-type: none"> - To understand how different factors can influence career choices - To explain why people can have more than one career in their life - To identify and challenge stereotyping in the workplace - To identify and challenge stereotyping in the workplace - To explore how personal interests and skills align with different careers - To explore how different careers operate in a workplace - To explore different career routes and their requirements <p><i>In Spring Term 2 the children will take part in an enterprise project to make money for their class.</i></p>
PE aims	<p>Gymnastics (6 weeks)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - develop the range of actions, body shapes and balances they include in a performance; perform skills and actions more accurately and consistently - perform actions, shapes and balances consistently and fluently in specific activities. - combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas. <p>Archery (5 weeks)</p> <p>Children will:</p> <ul style="list-style-type: none"> - develop hand-eye co-ordination and muscle strength. - follow safety instructions - increase accuracy and modify their performance to improve it - evaluate their own and others' performance
RE aims	<p>'Why do Hindus try to be good?' (First half term)</p> <p>Children will:</p> <ul style="list-style-type: none"> - Explore Hindu ideas of life, death and rebirth, building on their previous knowledge - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view <p>'What does it mean to be a Muslim in Britain today?' (Second half term)</p> <p>Children will:</p> <ul style="list-style-type: none"> - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an - Make connections and give examples of how Muslims put their beliefs into practice - Reflect on what it is like to be a Muslim in Britain today
Foreign language aims	<p>Children will learn to:</p> <p>Year 4</p> <ul style="list-style-type: none"> - Say your age - Ask someone's age - Count up to 12 - Say the days of the week and months of the year <p>Year 5/6</p> <ul style="list-style-type: none"> - Describe what there is and isn't in a town - Ask for different food and drink items - Use longer sentences - Understand what cognates, near cognates and false friends are