|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngC:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngFederation of Penny Acres and Wigley Primary Schools – Topic Map**  **It’s all Greek to me! Summer 2023**  **Key Stage 2** | | | | |
| Curriculum driver(s) –  Visiting Houses of Parliament and Democracy.  Making Greek Wraps.  PE – Athletics and similarities to the Greek Olympics. | | | Aims/Values drivers (taken from school’s key aims/values) –  To prepare children for the challenges of life and citizenship through their understanding of law and democracy.  To encourage high expectations by planning challenging activities and giving high aspirations to future careers.  To make the curriculum relevant to what is happening in the world today.  To develop and extend the children’s knowledge of their world and respect for moral values, tolerance of gender, sexual orientation and other cultures so that they are equipped for the opportunities, responsibilities and experiences of life. This will be through topic/RSE work, through visits and assemblies to explain protected characteristics.  To promote healthy and active living and develop a sense of self, to include an awareness of the importance of health and wellbeing, through PE, topic, PSHE and DT. | |
| Key Question drivers   * What was it like to live in Ancient Greece? * What is Democracy? Comparisons with Ancient Greece and Democracy in Britain today. | | | Authentic Outcome –  Greek Olympics/Sports Day. (PE and history link). | |
| Visits/Visitors -  Visit to the Houses of Parliament | | | British Values–  Democracy – visit to the Houses of Parliament and History link  Rule of Law – History link  Tolerance of different cultures and religions – RE and History link | |
| English | | | | |
| Reading (including key texts)  Maz Evans – Who let the Gods out? | Writing  Writing a fact file  Identify what a myth is and its structure. Retell the myth in traditional oral fashion. Identify how settings impact on events in a myth. Create an interactive story map to support planning a myth. Use oral storytelling to plan a myth.  Plan and write a holiday brochure (report) | | | Spelling and Grammar |
| Y3/4   * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * use the first 2 or 3 letters of a word to check its spelling in a dictionary | Y3/4   * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | | Y3/4   * using conjunctions, adverbs and prepositions to express time and cause * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using the present perfect form of verbs in contrast to the past tense |
| Y5/6   * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * distinguish between statements of fact and opinion * use dictionaries to check the spelling and meaning of words * use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | Y5/6   * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | | | Y5/6   * using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently * the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech |
| Tiered vocabulary | Acropolis, agora, amphora, andron, archon, chiton, cuirass, Doric column, drachma, electrum, ephor, exomis, flax, greave, herm, oracle, Parthenon, phalanx | | | |
| afterlife, altar, archaeologist, architect, barbarian, black figure ware, bodice, capital, Cerberus, city-state, civilisation, classical, colonnade, discus, dowry, fortify, fresco, frieze, loincloth, lyre, mason, mosaic, omen, underworld, | | | |
| Assembly, astronomer, bronze age, ceremony, chariot, chorus, citizen, clay, column, comedy, conquer, council, exile, invasion, inherit, jury, kiln, oath | | | |
| Numeracy  Topics this term include: Fractions, decimals and percentages (Penny Acres) Measurement and Shape (Wigley) | | | | |
| Fractions, decimals and percentages | | | | |
| Y3/4 Fractions  Y3  count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators  recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  recognise and show, using diagrams, equivalent fractions with small denominators  add and subtract fractions with the same denominator within one whole [for example, 7 5 + 7 1 = 7 6 ]  compare and order unit fractions, and fractions with the same denominators  solve problems that involve all of the above.  Y4  recognise and show, using diagrams, families of common equivalent fractions  count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  add and subtract fractions with the same denominator  recognise and write decimal equivalents of any number of tenths or hundredths  recognise and write decimal equivalents to 4 1 , 2 1 , 4 3  find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  round decimals with one decimal place to the nearest whole number  compare numbers with the same number of decimal places up to two decimal places  solve simple measure and money problems involving fractions and decimals to two decimal places. | | Y5/6 Fractions, decimals and percentages  Y5  add and subtract fractions with the same denominator and denominators that are multiples of the same number  multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams  read and write decimal numbers as fractions [for example, 0.71 = 100 71 ]  recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  round decimals with two decimal places to the nearest whole number and to one decimal place  read, write, order and compare numbers with up to three decimal places  solve problems involving number up to three decimal places  recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal  solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.  Y6  identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places  multiply one-digit numbers with up to two decimal places by whole numbers  use written division methods in cases where the answer has up to two 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. | | |
| Y3 vocabulary: equal, equivalent, parts, whole, unit, fraction, equation, integer, non-unit fraction, numerator, denominator, represent, share, group, mixed number, whole number, divide, set of objects, multiply, tenth, interval, inequality statement, | | Y5 vocabulary:  equivalent, numerator, denominator, home, fraction, simplify, expand, division, improper, mixed number, convert, sequence, multiply, divide, decimal, decimal place (dp), reoccurring decimal, decimal place, place value, tenths, hundredths, thousandths, products, fraction, decimal, decimal place, tenths, hundredths, thousandths, decimal point, place value, digit, fractions, percent (%), percentages, exchange, column, | | |
| Y4 Vocabulary:  tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, add, subtract, fraction of an amount, | | Y6 vocabulary:  multiply, divide, decimal, decimal place (dp), reoccurring decimal, decimal place, place value, tenths, hundredths, thousandths, products, fraction,  percent (%), percentage, parts, whole, decimal, fraction, divide, share, multiply, convert, compare, order, equivalent fraction, simplify, less than (>), greater than (>), | | |
| Measurement | | | | |
| Y3/4 time  Y3  tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  know the number of seconds in a minute and the number of days in each month, year and leap year  compare durations of events [for example to calculate the time taken by events or tasks].  Y4  read, write and convert time between analogue and digital 12- and 24-hour clocks  solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | Y5/6 converting units  Y5  convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints  Y6  solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 three decimal places convert between miles and kilometres | | |
| Y3 vocabulary: month, year, midnight, midday, am, pm, duration, estimate, consecutive, hour, minute, second, past, to, start, end, duration, digital clock, analogue clock, Roman Numerals I-XII, leap year, twelve hour/twenty-four-hour clock | | Y5 vocabulary: convert, metric units, imperial units, kilo, kilogram, metre, millimetre, centimetre, metre, kilometre, metre, kilometre, pound (lb), ounce (oz), inch (in), foot (ft), yard (yd), pint, gallon, stone (st), approximately, timetable | | |
| Y4 Vocabulary: convert, compare, units of time, seconds, minutes, hours, days, weeks, months, years, 12 hours, 24 hours, analogue, digital, am/pm, | | Y6 vocabulary: metrical, imperial, units of measurement (or measure), grams (gm), kilograms (kg), pounds (lbs), ounces (oz), mass, millilitres (ml), litres (l), pints, capacity, millimetres (mm), centimetres (cm), metres (m), kilometres (km), inches (in), feet (ft), yards, miles, length, convert, conversion table, conversion graph | | |
| Shape (Wigley) | | | | |
| Y3/4  Y3  draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn  identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle  identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  Y4  compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations  complete a simple symmetric figure with respect to a specific line of symmetry | | Y5/6  Y5  identify 3-D shapes, including cubes and other cuboids, from 2-D representations  know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  draw given angles, and measure them in degrees  identify:  angles at a point and one whole turn (total 360 degrees)  angles at a point on a straight line and 2 1 a turn (total 180 degrees)  other multiples of 90 degrees  use the properties of rectangles to deduce related facts and find missing lengths and angles  distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  Y6  draw 2-D shapes using given dimensions and angles  recognise, describe and build simple 3-D shapes, including making nets  compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius  recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | | |
| Y3 vocabulary: right angle, acute, obtuse, parallel, perpendicular, vertical, horizontal, triangle, quadrilateral, kite, trapezium, rhombus, parallelogram, cuboid, triangular prism, square-based pyramid, cone, cylinder, sphere, edges, spaces, vertices, clockwise, anticlockwise, orientation, north (N), south (S), east (E), west (W), horizontal, vertical, diagonal, right angle, straight line, acute angle, obtuse angle, | | Y5 vocabulary: angle, whole turn, right angle, acute angle, obtuse angle, reflex angle, interior angle, degrees ( °), clockwise, anticlockwise, orientation, parallel, perpendicular, quadrilateral, view, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle, top view, plan view, side view, regular and irregular polygons | | |
| Y4 Vocabulary: quadrilateral, triangle, regular, irregular, interior angle, angle, acute, obtuse, reflect, right angle, symmetrical, isosceles, scalene, equilateral, line of symmetry, reflective symmetry, equilateral triangle, isosceles, triangle, scalene triangle, pentagon, pentagonal, hexagon, hexagonal, heptagon, octagon, octagonal, quadrilateral, parallelogram, rhombus, trapezium, polygon, parallel, perpendicular | | Y6 vocabulary: degree, angle, acute, obtuse, reflex, protractor, triangle, right angle, isosceles, equilateral, scalene, regular, polygon, quadrilateral, kite, parallelogram, rhombus, trapezium, diameter, radius, circumference, concentric, perimeter, net, pyramid, tetrahedron, cylinder, prism, vertically opposite angles, cuboid, cube | | |
| Science  (Links to programmes of study)  Vocabulary- circulation, artery, blood vessel, vein, capillary, heart, pulse, medicine, drug, tobacco, nicotine, vitamins, minerals, | | | | |
| **LKS2 – Health, Movement, Eating and Digestion**  - Asking relevant questions and using different types of scientific enquiries to answer them  - Setting up simple practical enquiries, comparative and fair tests  - Recording findings using drawings, labels, charts and diagrams  - Reporting and presenting findings from enquiries  - Identifying differences and similarities  - Using evidence to answer questions and support findings  - Describing simple functions of the basic parts of the digestive systems in humans  - Identifying the different types of teeth in humans and their simple functions  - Constructing food chains and identifying producers, predators and prey  - Identifying that animals, including humans, need the right types and amount of nutrition from what they eat – Exploring human and other animals’ skeletons and muscles and their functions  Vocabulary – digestion. Nutrition, diet, oesophagus, stomach, intestine, tongue, teeth, mouth, canine, incisor, molar, producer, predator, prey, skeleton, muscle | | | | |
| **UKS2 – Changes from Birth to Old Age and Healthy Bodies**  - Planning different types of scientific enquiries to answer questions  - Controlling variables  - Taking measurements  - Recording data and results of increasing complexity using diagrams, scatter graphs and tables  - Using test results to make predictions  - Reporting and presenting findings  - Identifying scientific evidence that has been used to support or refute ideas or arguments  - Describing the changes as humans develop to old age  - Identifying and naming the main parts of the human circulatory system and the functions of the heart, blood vessels and blood  - Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions  - Describing the ways in which nutrients and water are transported within animals, including humans | | | | |
| Computing  (Key Vocabulary and links to programmes of study) | | | | |
| * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part   Y3.4  Modifying a game, designing a game, creating a game.  Y5/6  Introducing variables, improving a game, designing a game, designing to code, improve and sharing  Vocabulary: infinite loops, count control loops, animation, letter sprites, code, code blocks, algorithms, variable, unplugged task | | | | |
| * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content   As part of their topic work, children will look at web pages and how they are ranked, before designing their own web page. | | | | |
| History  Key Vocabulary: Acropolis, Ancient, city state, civilisation, democracy, Mount Olympus, Parthenon, temple, theatre, tragedy, Sparta, Athens, slavery, column, myths, pottery, philosophy, siege, Marathon, demi-gods, Zeus, | | | | |
| **Ancient Greece – a study of Greek life and achievements and their influence on the Western World**.  Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives across the period.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  Address and devise historically valid questions against change, cause, similarity and difference, and significance.  Understand how our knowledge of the past is conducted from a range of sources.  Develop the appropriate use of historical terms. | | | | |
| Y3/4  Chronological understanding:  Develop their understanding of chronology. Make links between areas of history. Use terminology to mark time e.g. AD/BC/BCE  Vocabulary:  Pupils are introduced to words related to history in general e.g. democracy, empire, parliament, civilisation.  Questioning:  Pupils can generally use sources to justify answers.  Knowledge/Historical enquiry:  Pupils can use a variety of sources to find out about aspects of life in the past. | | | | |
| Y5/6  Chronological understanding:  Pupils can make comparisons between some historical periods, identifying similarities and differences between them.  Understanding events:  Pupils can describe a study of Ancient Greek life and achievements and their influence on the Western world.  Questioning:  Pupils show some purposeful selection of information they wish to include in responses.  Knowledge/Historical enquiry:  Pupils are confident in selecting 2 different sources to gather information. | | | | |
| RE  (Key Vocabulary and links to Derbyshire RE syllabus) | | | | |
| **Key Question L2.8 What does it mean to be a Hindu in Britain today?**  Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.  • Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.  Key vocabulary: Karma, puja, murti, | | | | |
| **Key Question U2.3 What do religions say to us when life gets hard?**  Express ideas about how and why religion can help believers when times are hard, giving examples.  • Outline Christian, Hindu and/or nonreligious beliefs about life after death.  • Explain some similarities and differences between beliefs about life after death.  • Explain some reasons why Christians and humanists have different ideas about reincarnation.  Key vocabulary: Karma, soul, reincarnation, liturgies, meditation, worldviews | | | | |
| PSHE/RSE  (Links to the Derbyshire PSHE Matters) | | | | |
| **Changes**  LKS2  H6 – Understanding good and not so good feelings including their range and intensity.  H7 – Developing an understanding that change can cause conflicting emotions.  H7 – Acknowledging, exploring and identifying how to manage change positively.  H8 – Exploring changes.  H14 – Knowing where to go for help and how to ask for help.  UKS2  H6 – Explaining intensity of feelings.  H6 – Exploring and managing the difficult emotions.  H7 – Acknowledging and managing change positively.  H8 – Managing transition to secondary school.  H8 – Exploring and managing loss, separation, divorce and bereavement.  H14 – Practising asking for help and knowing where to go for help. | | | | |
| **Growing up**  LKS2  H4 – That images in the media do not always reflect reality.  H5 – Celebrate our strengths/qualities.  H8 – About the kind of changes that happen in life and the associated feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H18 – About the changes that happen as they grow up.  H20 – The right to protect our bodies.  R4 – About differences and similarities between people, but understand everyone is equal.  R8 – About the difference between acceptable and unacceptable physical contact.  R13 – Knowing the names of the body parts.  R16 – Recognise and challenge stereotypes.  UKS2  H4 – Exploring how images in the media and online do not always reflect reality.  H6 – Identify the intensity of feelings.  H7 – Recognise conflicting feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H13 – Identify pressures and influences.  H18 – Understanding changes that happen at puberty.  H19 – Understanding what puberty and human reproduction is.  R2 – Identifying qualities of a healthy relationship.  R5 – About committed loving relationships. | | | | |
| Art | | | | |
| **Drawing – Greek God Portraits**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Learn about great artists (Kris Trappeniers, Mark Powell, Vince Low, Josh Bryan)  - Refining 2D natural shapes (facial features)  - Scale and proportion (facial features)  - Controlling line, shape and pressure (value) with drawing tools  - Shading techniques | | | | |
| DT | | | | |
| Y3/4 Healthy and varied diet  **Prior learning**  • Know some ways to prepare ingredients safely and hygienically.  • Have some basic knowledge and understanding about healthy eating and *The Eatwell plate.*  • Have used some equipment and utensils and prepared and combined ingredients to make a product.  **Designing**  • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.  **Making**  • Plan the main stages of a recipe, listing ingredients, utensils and equipment.  • Select and use appropriate utensils and equipment to prepare and combine ingredients.  • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.  **Evaluating**  • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.  **Technical knowledge and understanding**  • Know how to use appropriate equipment and utensils to prepare and combine food.  • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  • Know and use relevant technical and sensory vocabulary appropriately, | | | | |
| Y5/6 **Celebrating Culture and Seasonality**  **Prior learning**  • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.  • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.  **Designing**  • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.  **Making**  • Write a step-by-step recipe, including a list of ingredients, equipment and utensils  • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  • Make, decorate and present the food product appropriately for the intended user and purpose.  **Evaluating**  • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.  • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.  • Understand how key chefs have influenced eating habits to promote varied and healthy diets.  **Technical knowledge and understanding**  • Know how to use utensils and equipment including heat sources to prepare and cook food.  • Understand about seasonality in relation to food products and the source of different food products.  • Know and use relevant technical and sensory vocabulary. | | | | |
| Music  (Key Vocabulary and links to programmes of study) | | | | |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand staff and other musical notations.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.  These aims will be covered throughout the year by Wider Opportunities. Additional sessions related to news events and anniversaries will add to the understanding of the history of music e.g. Greek music may be covered during the Ancient Greek topic. | | | | |
| PE  (Key Vocabulary and links to programmes of study) | | | | |
| **Athletics**  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. | | | | |
| **Tennis**  Play competitive games, modified where appropriate [for example, tennis], and apply basic principles suitable for attacking and defending. | | | | |
| **Swimming**   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | | | |
| French  (Key Vocabulary and links to programmes of study) | | | | |
| La Chenille qui fait des trous   * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly | | | | |
| HOMEWORK OPPORTUNITIES | | | | |
| Make a collage using pictures from holiday brochures or the internet showing ancient buildings and interesting place to visit in Greece.  Learn a poem to recite to the class that has a Greek theme or is based on a fable/myth.  Find out about the Greek alphabet and present your findings in an exciting way. | | | | |
| Make an A-Z of Greece. Think about presenting your work in the best way possible. What could you do on the border? You could add an illustration to each or some of the letters along with small pictures linked to your sentences.  Who was Pythagoras? How is he linked to maths? What is Pythagoras’ theory? Present your findings – use diagrams to explain what you have learnt.  Design and make your own Labyrinth. It could be made of straws, string or wood. | | | | |
| Create a picture of an imaginary Greek God. Make sure your poster is eye-catching and full of facts and information. Try to think of a symbol for your God.  Find out what life was like for children in Ancient Greece. How will you present your information?  Make a Spartan helmet or design a shield. | | | | |
| Write an advert persuading people to visit the ancient Olympic Games. | | | | |
| Find out about the clothes Ancient Greeks wore. You could draw and label a picture showing a typical Ancient Greek outfit, or create one which you could wear! | | | | |