

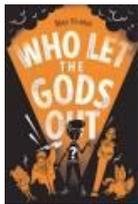
Who Let the Gods Out

<p>Throughout our learning journey we strive to provide a wide range of possibilities which will help our children to develop aspirations and promote independence for their future lives. We are ambitious.</p>	<p>Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The community provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as kind and confident citizens. We are respectful.</p>
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Learning Journey Showcase

Our learning journey throughout Summer Term involves a closer look at the Ancient Greeks. As Scientists, we will study 'Evolution'; as Historians, we will look at the Ancient Greeks; as Geographers, we will look at the differences between the UK and Greece, considering human and physical characteristics and key topographical features; as ICT technicians, we will create codes. As artists, we will develop our sculpture skills as we create Greek figurines, first investigating the work of Greek sculptures. As musicians, we will develop our musical skills and creativity, through the Charanga theme – music and me, as DT technicians, we will use electrical systems to create a fairground ride; as budding speakers of French, we will learn how to communicate common French terms and simple sentences about 'Eating Out' and 'School Trips'; as Theologians (R.E.), we will learn about 'What it means to be a Muslim in Britain Today'; as sports persons, we will develop our skills in Outdoor Pursuits and in Athletics; as citizens of the UK, in our JIGSAW/PSHCE lessons, we will be learning about relationships and about how we change as we are growing up.

The main **Class Texts and Poems** for this theme are:



Fiction:

- Who Let the Gods out - Max Evans

Non Fiction:

- DK – The Ancient Greeks

Poem:

- Falling out the sky poems about myths and monsters – edited by Rachel Piercey

Picture book:

- Flood by Alvaro F.Villa

During this theme we will develop as

Mathematicians

We will focus on:

- Coordinates and shape
- Decimals and measure
- Percentage and statistics
- Proportion and problems
- Fractions
- Problem solving

We follow the maths mastery scheme, supplemented by White Rose

Speakers, readers and writers

We will create:

- An information text
- A narrative (myth)
- poetry
- Adventure story
- Persuasive text
- Instructional text

	<p>We follow the <u>No Nonsense</u> scheme of learning to develop our spelling knowledge and understanding.</p>
<p>Scientists As scientists we will that :</p> <ul style="list-style-type: none"> • evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics. • inheritance is when characteristics are passed on from generation to the next. • evidence of evolution comes from fossils - • other evidence comes from living things - comparisons of some species may reveal common ancestors. • adaptation is when animals and plants have evolved so that they have adapted to survive in their environments. • Charle Darwin and Alfred Wallace who studied and the theory of evolution. 	<p>Geographers</p> <p>We will find out how to:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom and Greece identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Greece • use maps, atlases, globes and digital/computer mapping to locate the United Kingdom and Greece
<p>Theologians (RE)</p> <p>We will learn to:</p> <ul style="list-style-type: none"> • Understand the difference between Ahimsa, homelessness Grace and Ummah <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p>Historians</p> <p>We will learn:</p> <ul style="list-style-type: none"> • Who the Greek Gods were and where they came from • To understand what every day life was like in ancient Greece • To understand how powerful Athens was • To understand about Greek democracy • To understand the importance of the Olympics • To know how the ancient Greeks have influenced our lives
<p>Linguists</p> <p>We will be introduced to French and learn:</p> <p>Food (B)</p> <ul style="list-style-type: none"> • Give a spoken response to a simple written question using a single word answer. • Pronounce some common letter strings correctly. • Give an opinion in French with a visual prompt. • Repeat a couple of sentences, including talking about what they would like, using the first person. • Copy the main vocabulary with some mistakes. <p>School (C)</p>	<p>Citizens (PSHE)</p> <p>We will begin by looking at the units 'Relationships' and 'Changing Me'. During these units we will think about:</p> <ul style="list-style-type: none"> • Relationships and friendships • Techniques for making friends • How we change as humans • What changes will be made from Primary school to Secondary school? <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>

- Be able to respond to questions using one-word answers or gestures.
- Use numbers in a sentence to tell the time with some support.
- Repeat basic questions.
- Pronounce vocabulary, including articles, correctly with some support and visual aid.
- Copy down singular nouns with their article.
- Pronounce some French sounds correctly.
- Follow a story as it is read, with visual prompts.
- Identify a sound in a song with some help.
- Understand that plural nouns have a different article to singular nouns.

We follow the Salut scheme of learning for Modern Foreign Languages

Artists

As Artists, we will be:

Exploring and researching ancient figurines

- To carve a simple form
- To create a figurine using armature.
- To design a final figurine sculpture.
- To create a figurine based on Ancient Greek styles.
- To create a figurine based on Ancient Greek styles.
- To evaluate the figurine

Designers (DT)

As Designers we be exploring:

- Structures
- Framed structures
- We will create a fairground ride

Musicians

We will focus on:

- Reflect, rewind and replay
- Music and me

We will listen and appreciate a piece of music, develop our technical skills and then share and perform our work:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Develop an understanding of influential women in music

Users of technology (Computing)

We will learn about:

- Unit 6.3 - Spreadsheets
- Unit 6.8 - Binary
- Unit 6.7 - Quizzing

We follow the Purple Mash scheme of learning for computing.

We follow the Charanga scheme of learning for computing.

Sports people

We will focus on finding success and outdoor adventure:

- Take part in outdoor and adventurous activity challenges both individually and within a team.

We will focus on going for gold and 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).
- Compare their performances with previous ones and demonstrate improvement and within a team.

We follow the IPEP scheme of learning for PE

During the second half of the summer term, the children will take part in 'sports Day' linked to Athletics

Spiritual, Moral, Social and Cultural (SMSC) citizens

We will focus on:

- Relationships and friendships
- Techniques for making friends
- How we change as humans
- What changes will be made from Primary school to Secondary school?

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will have

Key dates and school events that link to this theme include

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.