



H O W   D I D   T H E  
A N C I E N T   G R E E K S  
C H A N G E   T H E   W O R L D  
S P R I N G   1





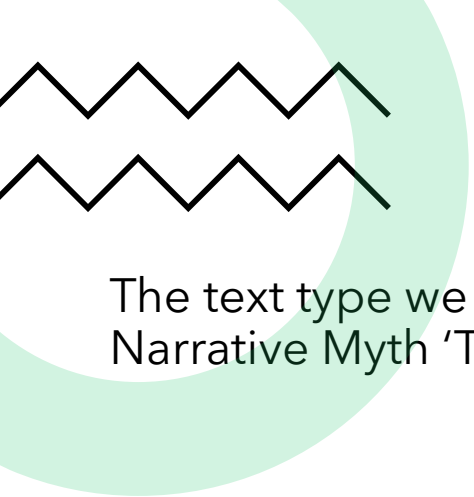
# READING

We will continue to cover the discrete reading skills through a class book and topic specific texts:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

Class read: James and the Giant Peach by Roald Dahl



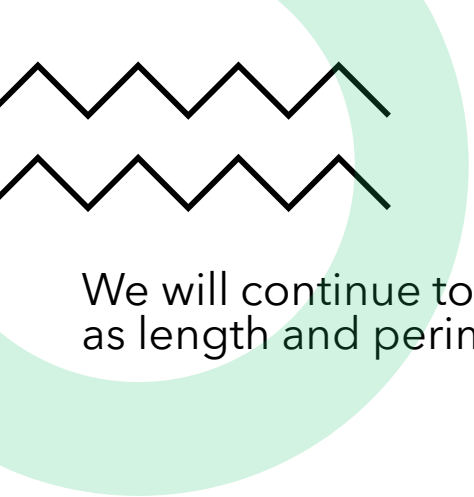


# WRITING

The text type we are learning about this half term is a Narrative Myth 'Theseus and the Minotaur'.

We will use sentence stacking lessons to learn to collect ideas, use tools to help us expand and improve our writing and learn the techniques for editing and improving our work.



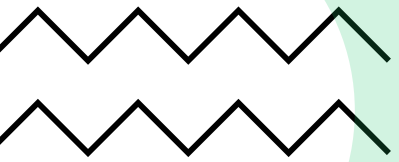


# MATHS

We will continue to learn about multiplication and division, as well as length and perimeter.

- Multiples of 10
- Reasoning about multiplication
- Link multiplication and division
- Measure in metres, centimetres and millimetres
- Equivalent lengths
- Compare, add and subtract lengths
- Measure and calculate perimeter





# SCIENCE

We will be learning about forces, and we will investigate how different forces cause an effect. Our sequence of learning will be:

- I can explain that some forces need contact between two objects, while magnetic forces can act at a distance.
- I can describe how magnets attract or repel each other and attract some materials but not others.
- I can compare and group a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.
- I can describe magnets as having two poles.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can describe how things move on different surfaces.

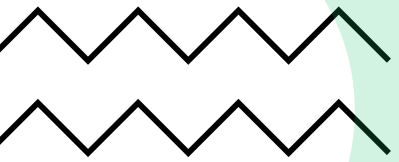


**1. Magnetic forces can act at a distance** - magnets don't need to touch to attract or repel.

**2. Magnets have two poles** - like poles repel, opposite poles attract.

**3. Only some materials are magnetic** - most magnetic materials are made of iron, nickel, or cobalt.





# HISTORY

We will be learning about how the ancient Greeks changed the world. Our sequence of learning will be:

- I can name key Greek gods and goddesses and explain their significance in Greek mythology.
- I can identify the location of ancient Greece on a map and describe its geographical features.
- I can explain how the Olympics have changed over time from ancient to modern games.
- I can compare modern democracy with ancient democracy in ancient Greece.



- 1. Ancient Greece is in Europe**, and its cities were called city-states, like Athens and Sparta.
- 2. The Olympic Games** began in ancient Greece over 2,000 years ago.
- 3. Ancient Greeks invented democracy**, where people vote to make decisions.

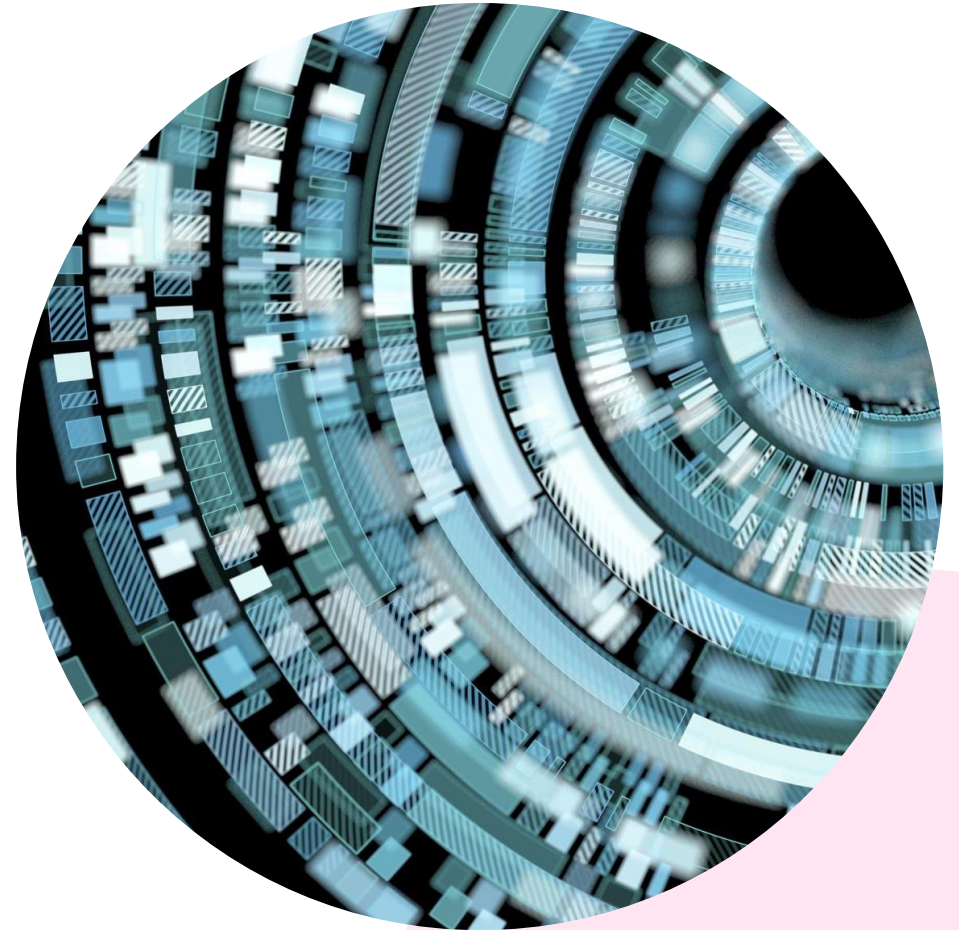


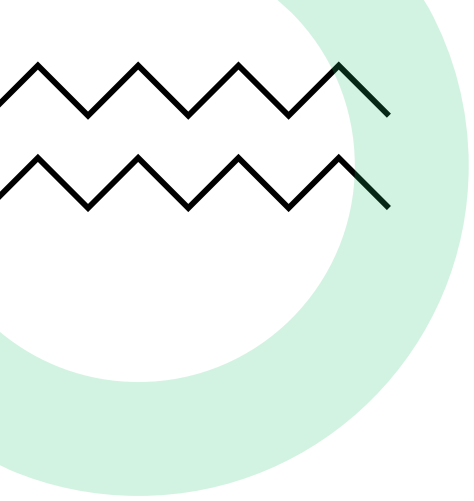


# COMPUTING

We will learn how to make simple programs using Scratch and create a piano as our final project.

- Explore how to use Scratch.
- Try out blocks that make things move, make sounds, and respond to events.
- Learn how to put steps in the right order (sequencing) to make programs work.
- Build our very own piano program by the end of the unit.





# PSHE

Unit 1 - We will be learning about living in a diverse, democratic society, emphasising respect and tolerance for differences. We will learn about British values, rules, law, liberty, and the meaning of democracy.

Unit 2 - We will be building on children's understanding of feelings and mental health, focusing on positive thinking, managing emotions, responsibility, and developing a growth mindset.



- I dial 999 for emergency help.
- Childline telephone is 0800 1111.
- I will talk to \_\_\_\_\_ if I feel unsafe on the internet (at school and home).
- Considerate means responding positively to someone's facial expressions, body language and words.





# RE

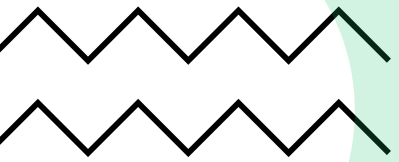
We will be learning about how festivals and worship show what matters to a Muslim

- I can identify beliefs about God in Islam from Surah 1.
- I can link beliefs about God to worship (ibadah).
- I can give examples of ibadah, such as prayer, fasting, and celebrating, and describe them.
- I can connect Muslim beliefs to ways of worship like prayer, fasting, community, and the mosque.
- I can raise questions about the value of submission and self-control for Muslims and others.
- I can link living in harmony with the Creator to living in harmony with others today.



1. Muslims believe in **one God** (Allah) and follow the **Quran**.
2. Muslims practice the **Five Pillars**: faith, prayer, charity, fasting, and pilgrimage.
3. Muslims live in **submission to Allah** through **worship** and **good deeds**.





# FRENCH

We will learn to name 10 animals and use the verb "I am" to create simple sentences in French.

- Learn the names of 10 animals in the foreign language.
- Use the verb "I am" to form sentences.
- Practice spelling the animals with their indefinite articles.
- Build simple phrases with animals and the verb "I am."
- Develop skills to recall and recognize animal names in the foreign language.





# P E

We will be learning about dance and volleyball.

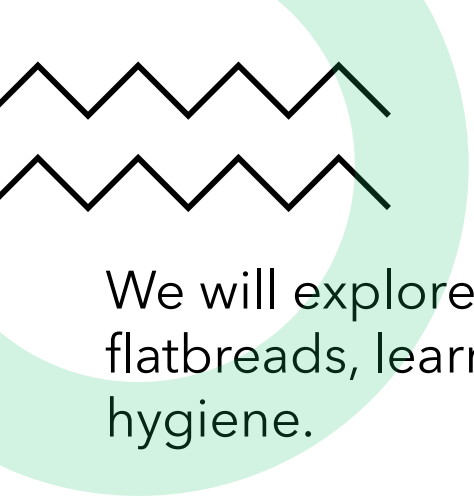
## Dance:

- Perform dances using a range of movement patterns.
- Create, practice, and perform more complex dances.
- Link movement patterns together.
- Perform as different characters when moving to music.
- Work independently, with a partner, and in a group.
- Communicate feelings through dance.

## Volleyball:

- Watch the ball closely as it travels to help with catching or hitting.
- React quickly to the ball.
- Position yourself in line with the ball as it travels.
- Send the ball accurately.
- Perform a 'dig' shot.
- Compete against others.



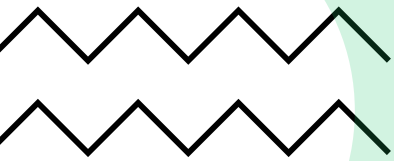


# D T

We will explore cooking by making Greek pitas and flatbreads, learning about healthy eating and cooking hygiene.

- Learn about local food in Greece.
- Design artwork for an ancient Greek inspired restaurant.
- Design a menu based on ancient Greek Gods and Goddesses.
- Practice the principles of a healthy and varied diet.
- Understand the importance of cooking safely, including using heat sources.
- Make and enjoy Greek food.





# MUSIC

Unit 1 - We will think about symmetry and how it relates to music. We'll explore how symmetrical ideas in math can inspire us to create our own original music.

- Use symmetry to shape the melody and structure.
- Use a steady beat to go along with the melody.
- Show how the song's melody uses symmetry.
- Make your own tunes and rhythms while singing.

Unit 2 - In the Latin dance unit, pupils will explore salsa rhythms through dancing, singing, playing instruments, and composing rhythm patterns for a class performance.

- Compose a 4-beat rhythm for instrumental sections.
- Sing a call-and-response song with a drone accompaniment in groups.
- Sing syncopated rhythms in Latin dance and recognize verse/chorus structure.
- Play a one-note part to accompany the verses.
- Listen to Cuban music, identifying influences and key features.





James and the Giant Peach by  
Roald Dahl



We are planning an educational  
visit for next half term.



We will assess children's learning  
using KIRFs and quizzes.



Emidy will be making Greek  
kebabs as part of their DT  
project.



[Salsa Tutorial For Kids |  
Beginners](#)



We will be transforming Hunkins  
Hut into our very own Greek-  
style restaurant.



Emidy class will explore the similarities  
and differences between life in ancient  
Greece and Cornwall.



Our RE topic studying how festivals and worship  
show what matters to a Muslim will address  
diversity, equality and representation.



In science, we will investigate how  
different forces cause an effect.



Ancient Greeks lived in ways  
shaped by their environment,  
reminding us how we can care for  
our planet today.

