

ANCIENT GREECE



Science/Design and Technology- Circuits and Conductors/Torches

Through the topic the children will...

- think about the purpose of a torch and how this affects its design.
- know that a circuit needs a power source
- understand that a complete circuit is needed for a device to work
- understand that a circuit's powered by batteries can be used for investigation and experiment, but appliances connected to the mains must not
- know that some materials are better electrical conductors than others
- learn how to find out which materials allow electricity to pass through them
- use results to draw conclusions about which materials conduct electricity
- know that metals are good conductors of electricity, most other materials are not and that metals are used for cables and wires, whereas plastics are used to cover wires, switches and plugs
- learn that a switch can be used to make or break a circuit to turn things on or off (whether using batteries or mains)
- be able to design a product.
- be able to make a torch
- be able to evaluate own work
- make predictions about the effect of including additional batteries (cells) in a circuit
- learn how to change the speed of motor in a circuit
- make suggestions about what can be investigated and predictions about what will happen
- investigate different types of circuit

History/Geography- Ancient Greece

Through the topic the children will...

- investigate and interpret the past
 build an overview of world history
 understand chronology
 communicate historically
- use evidence to ask questions and find answers to questions about the past.
 - suggest suitable sources of evidence for historical enquiries.
 - use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
 - 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.
 - place events, artefacts and historical figures on a time line using dates.
 - understand the concept of change over time, representing this, along with evidence, on a time line.
 - use dates and terms to describe events.
 - use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
 - use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Modern Foreign Languages - Spanish

Through the topic the children will...

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- 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

| RE – Meanings within Easter | PE – Playground Games and Gymnastics | |
|---|--|---|
| Through the topic the children will learn... | Through the topic the children will... | |
| <ul style="list-style-type: none"> about the events of Palm Sunday about the atmosphere and feelings of the crowd on Palm Sunday that emotions and feelings are involved with decisions and faith about the significance of the Last Supper that Jesus came as a servant not as a ruler about the events which led to Jesus being arrested about the events of the Crucifixion about the feelings of the disciples, friends, family of Jesus the reasons why Jesus was crucified why Christians believe in life after death and resurrection that the cross and crucifix are symbolic for some Christians about the different ways in which people respond to the Resurrection how Easter is celebrated in the Orthodox or Catholic traditions about the meaning of ‘Messiah’ for Jesus | Playground Games <ul style="list-style-type: none"> plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness apply rules and conventions for different activities identify what makes a performance effective suggest improvements based on this information. play small-sided games use skills and tactics and apply basic principles suitable for attacking and defending work with others to organise and keep the games going. Introduce games used at out of school clubs such as Brownies, Cubs or sporting clubs | Gymnastics <ul style="list-style-type: none"> identify and use different body parts to balance on and know which combinations produce the most stable balances. balance and show specific planned shapes. move in and from balances with control and accuracy. create a sequence on balance showing variations in shape, speed and levels. understand how different body parts are capable of transferring and receiving body weight. |
| COMPUTING- E-books | | |
| Through the topic the children will... | | |
| <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | |
| PHSE+C – Who Likes Chocolate? | MUSIC - Ukulele, Pocket Trumpets, Music Theory | |
| Through the topic the children will learn about... | Through the topic the children will learn about... | |
| <ul style="list-style-type: none"> fair Trade globalisation Inequalities hunger and poverty | <ul style="list-style-type: none"> play instruments, perform and share pieces using the Pocket Trumpet and Ukulele taught by Newcastle Music Service listen, appraise and read musical notation | |