



# Ancient Greeks

### SCIENCE

The Circulatory System

Children will have learnt about keeping healthy. They will also have learnt about the digestive system which briefly introduces how nutrients are absorbed

**INTENT**  
Children will learn how the heart (a muscle) pumps blood around our body to deliver oxygen (circulatory system). They will find out how the heart rate can increase during exercise. They will also learn how we can maintain a healthy lifestyle.

- Sequence of learning**
1. What is the circulatory system?
  2. How does our heart work?
  3. How does exercise affect my heart rate?
  4. What does the blood transport around the body?
  5. How can I live a healthy lifestyle?
  6. What can damage our health?

### History

The Ancient Greeks

Children have learnt about Ancient Egypt and the Romans Empire.

**INTENT**  
Pupils will study everyday life and how Ancient Greek society was structured and its lasting impact upon our world today.

- Sequence of learning**
1. How can we know so much about the ancient Greeks how lived over 2500 years ago?
  2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
  3. Why was Athens able to be so strong at this time?
  4. What was so special about life in 5<sup>th</sup> century BC Athens that makes us study it?
  5. What can we tell about the Ancient Greeks through their interest in festivals and the Olympics?
  6. In what ways have Ancient Greeks influenced our lives?

### Art

Shadow Puppets

**INTENT**  
Children will consider how artists use their cutouts to generate imagery. They will then make a shadow puppet thinking about how the qualities of the materials.

- Sequence of learning**
1. Who was Lotte Reiniger?
  2. What can we find out about the 250 year old tradition of Wayang Kulit and their Malaysian Shadow Puppets?
  3. Can you create your own shadow puppets?
  4. How do you film the puppet show?

### French

Animals

**INTENT**  
Children will name different types of animals

### COMPUTING

Connecting systems and networks

**INTENT**  
Children will explore how data is transferred by working collaboratively online.

- Sequence of learning**
1. Can you explain the importance of internet addresses?
  2. How is data transferred across the internet?
  3. Can you explain how sharing information online can help people to work together?
  4. Can you evaluate different ways of working together online?
  5. How do we communicate using technology?
  6. Can you evaluate different methods of

Say which pets you have  
Be able to name 10 farm animals  
Be able to name 10 zoo animals  
Be able to name 10 wild animals  
Learn 10 colour words  
Be able to describe the size of a person or object

### RE

Why do some people believe in God and some people not?

**INTENT**  
Children will learn about why some people believe in God and some people not? Christians, non-religious

- Sequence of learning**
1. How many people do and do not believe in God?
  2. Is God real? What do people think?
  3. Why do people believe or not believe in God?
  4. What do people say about science and believing in God?
  5. What impact does believing in God have on how people think and live?

**PSHE**  
Relationships  
**REAL PE**  
Cognitive

### MUSIC

**INTENT**  
Children will explore how the UK has influenced the world with its music culture.

- Sequence of learning**
- Daedalus and Icarus: evaluate a pop song and compose leitmotifs or film score for story.

### PE

Tag Rugby

- Sequence of learning**
1. Can you throw a rugby ball whilst travelling with accuracy?
  2. Can you pass the ball backwards in a line of players?
  3. Can you select the best ways to attack and defend the opposing team?
  4. Can you select the best ways to attack?
  5. Can you select the best ways to attack and defend?