

## Long Term Planning – North Stainley CE Primary School Term - 1 Theme- Ancient Greece! What did they achieve?

Curriculum Drivers				
Trips and Visits/ Visitors	SMSC/ Christian Ethos	Extended Thinking Skills	Local Curriculum/ Global Dimensions	LAUNCH- stimulus/ Big Questions/ Prior knowledge
Ancient Greek day by a local historian.	Hope – Peace - Compassion	Developed through extension tasks that involve... <ul style="list-style-type: none"> <li>• Finding out</li> <li>• Asking questions</li> <li>• Reasoning i.e. who, what, why, how, where and when</li> <li>• Thinking new ideas</li> <li>• Making judgements</li> </ul>	Conflict	Ancient Greece What did they achieve?
				<b>LANDING – learning outcomes and celebration</b>
				Greek exhibition including drama activities and displays of work.
Science	Geography	History	DT	
Biology – Animals including Humans Y5 – Create a timeline to indicate stages of growth in humans. Y6 Identify and name the main parts of the human circulatory system. Describe the function of the heart, blood vessels and blood. Discuss the impact of diet, exercise, drugs and life style on health. Describe the ways in which nutrients and water are	Locate the world’s countries with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography. Describe and understand key aspects of physical geography and human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To investigate and interpret the past... <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	Understand the importance of storing the correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. Cut materials with precision and refine the finish with appropriate	

transported in animals including humans.	Use the eight compass points, four figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.	To build an overview of world history... <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		tools. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.
<b>Music</b>	<b>RE</b>	<b>Computing</b>	<b>PE</b>	<b>Art</b>
Choose from a wide range of musical vocabulary to accurately describe and appraise music including; pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context.  Describe how lyrics often reflect the cultural context of music and have social meaning.	Values: what matters most to Christians, Humanists and to me? Exploring right and wrong. Opportunities to develop these attitudes... <ul style="list-style-type: none"> <li>▪ Develop own sense of self as they become increasingly clear about the values by which they live.</li> <li>▪ Develop a willingness to learn from those who see things differently, increasing their ability to demonstrate respect for all.</li> <li>▪ Engage in positive discussion and debate about values, including the views they disagree with, to demonstrate open mindedness.</li> </ul>	Digital literacy Y5 - I understand that you have to make choices when using technology and that not everything is true and/or safe. Y6 – I can discuss the risks of online use of technology. I can identify how to minimise risks.	Play competitive games, modified where appropriate. Such as football and netball and apply basic principles suitable for attacking and defending.  Swimming and water safety.	Y5 – I can organise line, tone, shape and colour to represent figures and forms in movement. I can research the work of an artist and use their work to replicate a style.  Y6 – I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist and art in history.

