'Made Up Myths or Legendary Legacy – Who Were the Ancient Greeks?' Autumn 1

Our subjects	Target	Learning Objectives
 DT	To research, design, make and evaluate a stuffed toy. Develop skills of sewing – running and blanket stitch – to ensure most effective methods for purpose. SEE DT FOLDERS FOR WORK	What would make an attractive stuffed toy? Which stitches will help me make my stuffed toy? How successful is my final product?
 Art	To develop ideas and make decisions when considering the media used to create imagery in sketchbooks.	What is the purpose and effect of imagery? How important is decision making in the creative processes? How can we develop drawn ideas through printmaking? How can we test and develop ideas (within sketchbooks)?
 History	To understand the fundamentals of ancient Greek culture and civilisation To understand the modern-day impact of Greek civilisation	Who were the ancient Greeks? What was life like for the ancient Greeks? What contributions have the Ancient Greeks made for us? What did the ancient Greeks do for entertainment? What did the ancient Greeks believe in? What was the ancient Greek culture like?
 Music	To explore and apply the different skills within creating and playing music.	What is rhythm and pulse within music? What do I know about crotchets and quavers? What is a rest and how is it used? Can I compose using crotchets, quavers, minims and semibreves? What notes are on a music stave?
 PE	**Netball** - develop defending and attacking movement to play in a game of netball. **Gymnastics** – create longer sequences individually, with a partner and a small group. Explore partner relationships such as canon and synchronisation and matching and mirroring.	Am I able to change direction and lose a defender and to be able to defend ball side and know when to go for interceptions? Can I successfully develop the shooting action and use and apply these skills and tactics to small sided games? Can I link ideas, skills & techniques with control, precision & fluency when performing basic skills?

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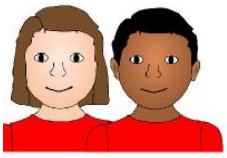
		Can I show my understanding of composition by performing more complex sequences and can describe how to refine, improve & modify performances?
R.E	Gather ideas and information about the religious make-up of the world. Identify reasons why some people believe in God and others do not. Express my personal opinions about theism, atheism and agnosticism.	How many people believe in God? What answers do I have to Big Questions about God? What reasons might people give for their beliefs? How do different people believe the world began? What is my response to "Is God real?"?
 PSHE	Explore families, friendships and safe relationships.	How can we form positive friendships? What is the purpose of marriage and commitments? How can I show respect to myself and others? How do families and family lives differ? What is bullying and what can we do about it? What is prejudice and sterotyping and how do we challenge it?
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	How can code help to create a game? How do simulations work? How does simulation and decomposition link to real-life? How do functions work? How do different types of variables effect a code? How do I apply variables to my own code?

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What I already know…	What I want to find out…	What I have learned…